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ABSTRACT

The goals of the 30 activities in this booklet are to help students become aware and to understand the increasing interdependence of nations in modern society. Three introductory sections explain how the pamphlet can be used by department chairpersons and by state education department personnel, as well as by social studies teachers. For example, department chairpersons might use the activities as in-service training units for teachers. Each activity is self-contained, with objectives, materials, and suggested teaching procedures. They represent a range of levels of difficulty and topics. Students are involved in identifying imported household products, ethnic restaurants in their own town, local business firms involved in foreign trade, and international links of local civic, religious, and service organizations. In other activities, students interview foreign exchange students and immigrants. Several activities explore international problems such as unequal production and consumption of economic products such as coffee and oil. Most of the activities encourage development of student skills in research, map reading, language arts, and interpreting data. Concluding sections explain how to develop additional activities and list sources of information, materials, and services. (AV)

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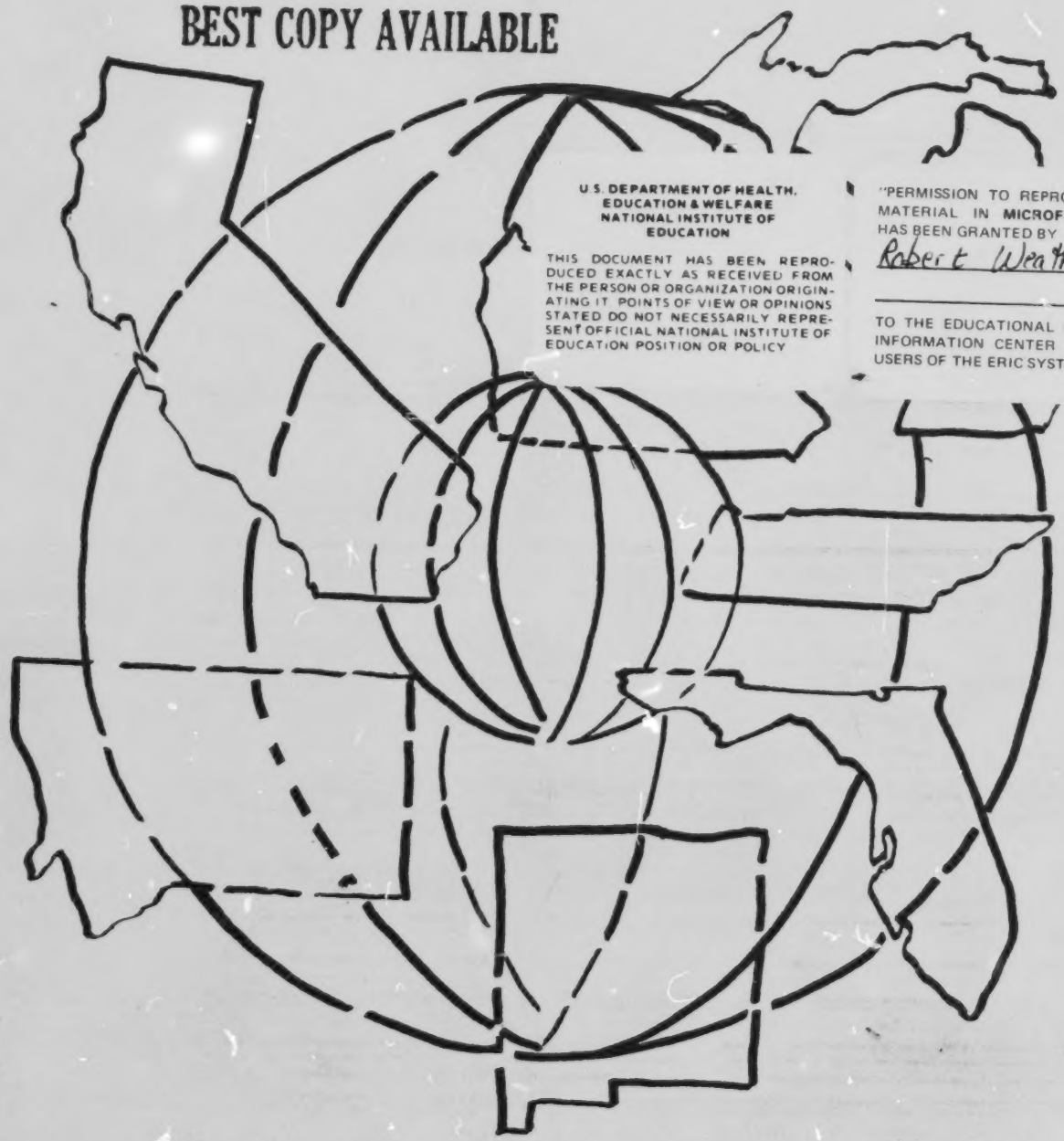

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FOREWORD

This experimental handbook was developed by the Mid-America Program for Global Perspectives in Education at Indiana University for the Council of Chief State School Officers. A grant from the U. S. Office of Education provided partial support for the project.

Patricia Gunkel did most of the research and writing and provided leadership in preparing the handbook. Diane Davis designed the cover. William Parrett, Ron Pahl, Fred Risinger, Gerald Marker, Ward Morehouse and many others contributed in many ways to its development.

The idea of identifying links between hometown, USA, and the world and of viewing these links as providing opportunities for transnational participation, stems largely from the work of Chadwick Alger, Director of the Program of Transnational Intellectual Cooperation in the Policy Sciences, Mershon Center, Ohio State University. Though he did not participate in this project, we are indebted to him for many of the ideas upon which it is based.

James M. Becker
Director, Mid-America Program
for Global Perspectives in Education

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Responsible Transnational Participation:
A New Dimension of Citizenship

International trade and travel, newspaper headlines, exchange students, multi-national corporations and T.V., today provide millions of Americans with information and experiences which 20 years ago would have seemed unreal or impossible. Increased trade and increased travel, along with a great increase in the number and the membership in non-governmental organizations, also provide more links between peoples of the world. These developments affecting hometowns everywhere, like the networks of jet airplanes routes, oil pipelines, giant ships, instantaneous global communication and intercontinental missiles have largely eliminated the cushion of space that once separated nations and peoples. Technology has extended the boundaries of occupations, cultural activities, and other human endeavors. This means that today all of us are affected by, and in turn, have some opportunities to influence global affairs.

The nation's schools bear a major responsibility for preparing children and youth to live in this complex, interrelated world. This involves knowledge, acceptance and appreciation of diverse cultures -- whether they be from within the community, from within the nation or within the world community. It means understanding the technological developments that are shrinking time and space; and learning to analyze, and to participate in efforts to solve world problems and issues.

Opportunities for children and youth to learn about and to participate in the social and economic processes of our increasingly interdependent world must be made more visible and concrete. Local communities and states are good places to start. Volkswagens, Toyotas, toys, cameras, bananas, tea, coffee, churches, Rotary clubs and a host of other organizations and products provide links between our hometowns and villages and cities the world over. Food and other products destined for Japan, the Soviet Union, India or Egypt are produced and shipped in places such as Peoria, Illinois; South Bend, Indiana; and Flint, Michigan, as well as Baltimore, San Diego and New Orleans. Most Americans trace their heritage to some other country or some other area of the world. The territories our states now occupy were once occupied by other peoples and nations.

No matter where we live or what we do for a living, we all have ties and links to other nations and peoples. Our history, our livelihood today, and many of our religious, scientific and cultural activities link us with other peoples, with other cities and other nations the world over.

Preparing young people for effective and responsible participation in today's world should include helping them develop the competences needed to identify and to assess the significance of the contacts and connections between life in their states and in their hometowns, and life in villages and cities around the world.

This handbook is designed to provide educators at the local and state level with practical assistance in their efforts to prepare

children and youth for responsible citizenship in a global age. It includes a number of activities, exercises, and strategies for identifying and utilizing resources, talents, experiences, and instructional materials to make more obvious and concrete the opportunities local communities and states provide to learn about and to participate in global affairs. It is an outgrowth of a number of specific successful experiences. It is intended to both allow others to profit from those experiences and to stimulate them to experiment further with ways of helping students prepare for a future which will be their present.

How to Use This Booklet if You Represent A State Department of Education

States approach the educational task in a variety of ways. Each state strives to meet its unique needs. This fact makes it almost impossible to prepare instructional materials which will fit neatly into fifty different state educational organizations. Some states have taken an aggressive posture; they publish state curriculum guides, conduct in-service training programs, employ state level specialists in the subject areas. Other states have elected the more passive role, serving primarily as the transmitter of information and the monitor of state regulations. How this booklet is used will depend greatly upon the type of role a particular state has chosen for itself but it is intended to be somewhat useful in all settings.

In situations where the emphasis is on local initiative state department personnel may simply wish to pass this booklet along to curriculum people in the local schools. While much of the data will not apply directly to a particular state, the generalizations regarding our growing interdependence will still be supported.

In those states where departments of education have chosen to take strong leadership postures this booklet will provide a logical starting point for further development. Many state agencies are excellent sources of information about things such as international trade, foreign visitors, multinational corporations located in the state, the amount of reverse investment which is occurring in the state, the international activities of civic and religious groups, sister city projects, etc. A person from a

state department not only often has special access to such agencies and their information; they can save those agencies the trouble of responding to requests for similar information from hundreds of students. Thus the agency is spared unnecessary work and the curriculum profits from the addition of data which is not easily obtainable by persons unfamiliar with complex state agencies.

A growing number of state departments of education engage in some form of curriculum development. This booklet offers such states a perfect point from which to develop additional activities similar to the examples given in the booklet. A state committee, perhaps formed in cooperation with the state council for the social studies, could not only devise many additional activities, but in the process would develop a sense of "ownership" of the materials. The members of such a committee could also form the nucleus of later efforts to disseminate the expanded booklet.

Thus, depending upon the nature of the state department of education, this booklet can be viewed as either a finished product to be transmitted through existing networks to the schools or as a stimulus for further development at the state level.

How To Use This Booklet
If You Are A Department Chairperson

So . . . you're a social studies department chairperson and you've just received this handbook. You may have received it from any one of a variety of sources. Perhaps it arrived in the mail from the state capital. Or you might have attended a workshop sponsored by your state department of education. No mater what the source, one thing is clear. The extent to which this booklet becomes an effective instructional tool depends to a great degree on you and the way you encourage its use.

All of us agree that the issue of global interdependence is crucial for the survival of humankind. This booklet contains activities to help teachers and students explore many of the issues of global studies.

You may use this booklet in a variety of ways. You may simply distribute copies to teachers of world cultures, world history, international studies, or similar courses. But stronger action on your part will likely result in more effective use. One approach might be to ask a teacher if you could demonstrate one or more of the activities in his or her classroom. This would indicate a strong commitment on your part to the global perspective concept. Another approach would be for you or an interested teacher to demonstrate one or more of the activities at a department meeting. The rest of the department would "role play" a class. This might enliven departmental meetings and would encourage all teachers to use some of the activities.

An even more effective approach would be to use the booklet as part of an in-service curriculum development program. Many of the activities can be updated or made more effective by adding state and local data.

Others serve as "springboards" for activities based on local industries or businesses. Teachers could work in teams to complete activities or develop additional ones. The activities in this booklet provide good models for local curriculum development.

In other words, this booklet can be used not only as a set of teaching materials, but as an excellent vehicle for in-service departmental development. Once again, its effectiveness, like the effectiveness of many programs and teaching procedures, depends on a committed and concerned department chairperson.

How To Use This Booklet If You Are A Social Studies Teacher

The activities in this booklet are written for use by the classroom teacher. The emphasis is on student involvement to increase awareness and understanding concerning our growing ties to the rest of the world. There are activities at different levels of difficulty and topics that can be used in a wide range of social studies classes. Each activity is self-contained, with objectives, materials needed and suggested procedures for classroom use.

If you receive the booklet as written, most of the activities have the necessary information and handouts for classroom use. The exceptions are activities where including information for the fifty states was impossible. In those cases data from one or two states is used as an example. In these activities the sources of information are indicated, so the teacher could readily obtain the necessary data for their state.

In some states, the department of education may have supplied the necessary data for the state. If this has been done, all of the activities should be complete and ready for classroom use.

Whether or not your state department of education has included additional information, a few of the activities ask the students to gather data. When time is a factor, teachers may want to obtain the data themselves before starting the activity. Activities concerned with ties to the world today require constant updating. The scene is changing so rapidly that materials quickly lose their relevance. The collection of data is an ongoing process. The teacher may find, as we did, that once you start looking, there is a

wealth of information in sources such as newspapers, periodicals, government and business publications. A list of sources is included to aid the teacher in the data collecting process.

For the teacher, we hope this material will be a starting point for the development of your own activities. Included are suggestions for activities that time and space would not allow us to include.* The potpourri gives the teacher a collection of materials that might be used in developing additional activities.

When you receive this booklet, with or without additions by the state department of education, the activities are ready for classroom use. Teacher and student participation will help to increase awareness of ways your state has ties with the world and the ties the world has with your state.

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* The Potpourri Section contains suggestions concerning the development of additional activities as well as some data which might be included in them.

I. Identifying Your Links to the World. Who Among us . . .?

Objectives: 1. Students will answer questions about themselves and how their lives might be linked to the world.

2. Students will draw conclusions about the relationship between their lives and the world.

Materials Needed: The following questions.

Procedure: The questions should be presented to the class as a whole by the teacher, or divide the class into small groups, give them the question and have them compile the information. As the groups report back to the class, put the information on the board or on a transparency.

A. Who among us:

1. Drives a foreign car? What kind?
2. Has traveled overseas? Where?
3. Has a friend or family member who has traveled overseas? Where?
4. Is wearing something made in a foreign country?
5. Has relatives abroad?
6. Has hosted or recently met someone from another country?
7. Belongs to an organization with members or programs in other countries? Lions, Rotary, YWCA-YMCA, Scouts, 4-H, Churches
8. Eats food from other countries? Bananas, coffee, chocolate, tea
9. Has worked for a multinational corporation or has parents who do?
10. Has eaten in a restaurant specializing in foreign foods?
11. Speaks or understands another language?
12. Belongs to a religion whose origins were in another country? Christian, Jewish, Islam, Buddhist
13. Uses the metric system?
14. Collects stamps?
15. Has studied geometry?
16. Has bought toys from another country?

17. Has a record by the Beatles, other foreign groups, or singers?

18. Has attended a program with performers or athletes from another country? Russian Gymnastic Team, Chinese Acrobats, World Team Tennis, World Hockey, etc.

19. Has watched live on T.V. something happening in another part of the world?

20. Has a pen pal in another country?

Wrap Up:

After answering the questions, have the class discuss how their lives are affected by those links to other parts of the world. What would life in your community be like without these links to the world?

In preparation for further study, you might also ask -- after looking at ways your life is linked to the world, can you think of ways your community or state is linked to the world? For example, are there companies in your state that ship goods overseas, civic organizations with world ties, import stores, state agencies involved in promoting local products abroad or foreign investment in your city, etc.?

II. Your State and The World Market

Objectives:
1. Given trademarks, students will identify the number that are American or international companies.
2. Students will identify what is produced by the companies with which they are familiar.
3. Students will categorize the companies.
4. Students will draw conclusions about the impact of international companies, especially in their state.

Materials Needed: Handout with trademarks and handout "Your State and the World Market." Students are asked to obtain information about international companies in their state from the Commerce Department.

Procedure: Give the students the handout with the trademarks and ask them to list the number of companies that are American and the number that are international. Ask for various responses from the class to see how many they listed in each category. Then tell the class that all of the companies listed are international, with headquarters for their European operations in Brussels, Belgium.

Divide the class into groups and have them identify the companies they are familiar with and what they produce. Categorize the companies, based on what they produce.

After completing the categorizing, answer the following questions:

1. From this limited information, what kinds of companies are international? What reasons might these companies have for being international?
2. What affect would these companies have on the country where they are located? Consider workers, consumers, bankers and businessmen.
3. How would the U.S. consumer, worker and businessman be affected by international businesses in their state?

Give the students the handout, "Your State and the World Market" and have them answer the questions. They need to obtain information, to save time you may want to write for the information before you do the activity.

MERCURY
Buckman Laboratories, S.A.
Levi's
CONTROL DATA
Beatrice Foods Co.
donaldson
RIDGID
Pre-Tested Work Saver Tools
Cessna
KOMATSU
Pfizer
Chevron
ABDICK
codex europe sa
PROCTER & GAMBLE European Technical Center
hooker chemical NV SA
epe/Europe
N.V. GRIFFITH LABORATORIES EUROPE S.A.
pyronics international s.a.
EVINRUDE
AMCEL
Lee JEANS
Wrangler
Allied Chemical
Lewis Woodhead International
GAF
AMERICAN CAN COMPANY
Combe international ltd.
GENERAL ELECTRIC
Edmont BELGIUM
FIBERGLAS
TERUMO
BC BRUNSWICK EUROPE
SUNOCO
BROWNING
DAIKIN EUROPE NV
VICTOR
ITT
HILTON INTERNATIONAL
Ethyl
Great Lakes Chemical Corporation
marantz We sound better.
Hino
COPPEE-RUST
Esso CHEMICALS
Culligan
extracorporeal sa.
FMC
Samsonite
HUGHES
BORG WARNER Chemicals
Arcair EUROPA S.A.
BD
ASAHI PENTAX
VOLVO
CHAMPION
Armstrong
3M
Honeywell
TRAVENOL
CLARK
MONROE
Holiday Inn HOTEL
HERCULES
PHILLIPS PETROLEUM 66
SUBARU
Johnson
JOCKEY INTERNATIONAL, INC.
intel
RAMADA
HAMMOND
Scott
WANG
Sansui
PIONEER
Upjohn
Monsanto
CHEMETRON
Gates
HONDA
MAXON
western
OMCO
UNIROYAL

13

Your State and the World Market

The Division of Commerce and Industrial Development, State of Missouri, recently announced the establishment of an international business office in Dusseldorf, Germany. More than two dozen states now have offices abroad to promote the exports of products from their states and to encourage foreign investment in their states.

More than 40 states have specialists in international trade. A major goal of these specialists in state capitols and in foreign trade offices is to help generate and maintain jobs for workers in their states.

How does your state government help promote the sale abroad of products produced in your state?

How does your state government encourage foreign investment in your state?

Is there an international trade division or foreign trade office in the Commerce Department in your state?

From the Commerce Department in your state obtain records of imports, exports, foreign investment, firms involved in foreign trade?

What kinds of products are most important in the foreign trade involving firms in your state?

What countries have invested in your state?

In what kinds of business have they invested? Banks, land, manufacturing plants?

III. Ethnic Restaurants in Your Town or City

Objectives:

1. Students will survey the restaurant section of the yellow pages of the telephone book to establish clues they will use for determining how restaurants are linked to the world.

2. Students will use the clues to analyze the restaurant section of the telephone book for a list of countries to which restaurants are linked.

3. Students will survey the yellow pages of the telephone book and identify other sections where they find evidence of global linkage.

4. Students will indicate the clues they used to identify the world links in other sections of the yellow pages of the telephone book.

Materials Needed: Yellow pages of the telephone book.

Procedure: Have the students work in small groups (2 to 4) with someone bringing a phone book for each group.

Have the students quickly skim the restaurant section for clues about ways restaurants are linked to the world. Have them list the clues on scratch paper and discuss these clues with the group or the class. Some clues might be cities (such as you would infer from the Acapulco Inn), countries (such as Doro's Excellent Italian Cuisine), or other geographical locations (such as the Mediterranean House). An inference might be based on the food advertised as in "gyros" (from Greece).

Based on the clues discussed, have the groups work with the phone book to list at least ten places in the world with which your community is linked via its restaurants. Have the groups report their findings to the class. The teacher might want to record the countries listed on the board, or mark them on a map.

Then, ask students to survey the yellow pages of the telephone book and identify sections other than the restaurant section that have evidence of global ties. List the clues that they used to identify other sections.

After completing the activity, the following are possible discussion questions:

1. To what parts of the world do restaurants in our community tend to be linked, based on the evidence in the phone book?

2. Identify 2 or 3 reasons why these ethnic restaurants may be located in your community.

3. How much are these ethnic restaurants or foods a part of your life?

4. Describe at least 5 other procedures you might use to gather further evidence of world links in your community by making some first-hand field observations in your community.

(In a very small community the teacher might also have students use a phone book from a city nearby and make comparisons.)

Suggested Additional Activities:

Repeat this exercise with other sections of the telephone yellow pages. Look under headings such as: automobiles, cameras, churches, television sets, travel agencies, sports equipment, manufacturing firms, civic and professional organizations.

IV. Using Foreign Magazines to Identify U.S. Products Sold Abroad

Objectives:
1. Students will survey ads for American products in foreign magazines.
2. Students will draw conclusions about how the world depends on U.S. products.
3. Students will speculate on whether these products originating in the U.S. are now produced in other countries.

Materials Needed: Foreign magazines. (These may be available in libraries or foreign language departments.)

Procedure: Have students survey ads (for American products) in foreign magazines. (Have them look for products or trademarks they recognize.) Have students report what they find to the class. (If possible, display some samples on the bulletin board.)

Possible discussion questions:

1. What kinds of American products do you see advertised?
2. How much do you think the world depends on U.S. products? Do you think we have adequate information to answer this question? Explain your answer.
3. Though we recognize American brand names, where are these products sometimes produced? (For example, Coke is found around the world. Is it all produced and bottled in the U.S.?)
4. What affect might the widespead use of U.S. products have on the various countries in which they are used?
5. What effects might the foreign countries or firms buying the U.S. products have on the people and businesses in our state who make, transport, or sell these exports?
6. What services or other activities might be stimulated by the sale of products?

Possible Variations: The activity could be repeated looking for advertisements or foreign businesses advertising their services to Americans in American magazines. (These particularly appear in business magazines, such as Business Week or Forbes. Another good source is the N. Y. Times Sunday Magazine.)

Ask students to consider: What kinds of products and services are offered?

What countries are doing the advertising? Who is going to be attracted to these ads?

How would the U.S. be affected by the importing of these goods and services?

Do these foreign businesses have offices in the U.S.? If so, where?

Foreign newspapers from other countries could be used. A selection of newspapers from other countries are available from:

Multi Newspapers
Box DE
Dana Point, California 92629

V. Finding Foreign Made Products in Your Home and Community

Objectives:

1. Students will survey and analyze their home and community for foreign made products.
2. Students will categorize the data gathered and compile the data into charts, tables and graphs to be used by the class.
3. Students will develop maps to show the flow of products to their community.
4. Students will draw conclusions about the relationship between their home, community and the world.

Materials Needed: Paper and pencils for taking surveys, paper for posters or transparencies and a large map of the world, colored pins (or something to mark places on the map).

Procedure: Have students take a survey in their home of the products they have that were made outside the United States. Have each student categorize the information and report to the class. On a map of the world, indicate with colored pins each country mentioned or list the countries on the board. Then, have students analyze their data.

Possible discussion questions:

1. How dependent are you and your families on products from the rest of the world?
2. What would your life be like without these products?
3. What parts of the world seem to supply our needs for imported products?

In groups or individually, have students survey the following places in their community for foreign made products:

a. A local business (grocery, hardware store, clothing store, etc.)
b. Parking lots for foreign made vehicles
c. Equipment in the school (audio-visual, sports, science, home economics, etc.)

Have students categorize their data and make charts, or tables, to present their information to the class. Again, you may want to indicate on a map where these products come from. Ask the class to draw conclusions on their data. Possible discussion questions:

1. What kind of relationship exists between our community and the rest of the world?

2. What would our life be like without foreign made products?

3. How much do you think communities of the world depend on the U.S. for products?

4. How do such exchanges affect the lives of those involved?

5. What parts of the world do we seem to depend on for products?

6. List some reasons Americans use many products made in other countries?

VI. Newspaper Ads Provide Information About Local Links to the World

Objectives:
1. Students will clip from the local newspaper ads for products or services from another country, or articles describing ways their locale is linked to the world.
2. Students will compile these ads and articles in a collage.
3. Students will draw conclusions about how their locale is linked to the world.

Materials Needed: Local newspapers that can be cut up. The teacher should try to provide newspapers for students who may not have them available at home.

Procedure: Ads and articles could be from one day or a week or longer. The students could compile individual collages over a long period of time, or each student could bring an ad or article on one day and make a class collage. Over a longer period of time, you could make a very large class collage. As the collages are put together, either individually or as the class, the teacher might have students indicate on a map the places of the world that are represented.

Display the completed collage(s) and have students discuss ways their locale is linked to the world.

Possible discussion questions:

1. In what categories can we place these links to the world?
2. Why do we have these links to the world?
3. Which are the most important to you? To your parents? To businesses? Farmers? Workers?
4. Which links affect the most people? How are they affected? Is it a positive or a negative affect? Explain your answer.

See example on page 165.

VII. Using Road Maps to Find Cities With Foreign Names in Your State

Objectives:

1. Students will analyze a map of their state for cities that are named for cities in other countries.
2. Students will analyze a map of their state for names of cities that are from words from other languages.
3. Students will categorize their data.
4. Students will draw conclusions about the relationship between other areas of the world and the cities they have identified.

Materials Needed: Map of your state such as a highway map.

Procedure: Students could work in groups or individually on this project. Ask them to identify cities in their state that are named for cities in other countries. If possible, have them indicate what country the city is located. Then, ask them to identify cities whose names are from other countries or languages. These they may categorize by languages or such things as people, historical sites in other countries, or whatever categories they select. Discuss their findings with the class.

Possible discussion questions:

1. How were the names of cities in your state affected by other countries of the world? Other languages?
2. What conclusions can you draw about why these names were chosen for these cities?
3. How many of these names do we pronounce as they would in their country of origin? How many pronounciations have been changed by Americans? Why do you think these changes occur?
4. Are there any special relationships maintained between people in these cities and the city for which they were named?
5. What examples can you think of where Americans have named things in other countries after cities, famous people or events, etc. in this country?

Possible Variations: Repeat the activity using names of streets, lakes, rivers, parks, ports, recreational areas, military bases, etc.

VIII. Compiling a Scrapbook of Information About Your Community and the World

The following activity is from a very useful booklet, Peoria and the World, by Kay Bennett, Meredith DeGood and Jan Smith, printed by the Peoria Journal Star, Peoria, Illinois 1976. This booklet has several useful ideas on the use of newspapers in studying your community and the world.

Objectives:

1. Students will collect information about their community, state and country.
2. Students will organize and compile the information in a scrapbook.
3. Students will receive a similar scrapbook or letters from students in another country.
4. Students will learn about another country from students their own age.
5. Students will develop friendships with students in another country.
6. Students will compare what they learned about their own community, state and country with what they receive in the scrapbook or letters from students in another country.
7. If students do not receive a scrapbook, they will research the city and country to which they are sending the scrapbook and make comparisons.

Materials Needed: The reference desk of the public library has a book listing all the newspapers published in the world. Copy the names and addresses of the newspapers in the countr you wish to study and write to them. (Jan Smith wrote the Brazil Herald and they put her in contact with a school in Brazil). Scrapbook, magazines and newspapers.

Procedure: The teacher or class will need to write the school identified and determine if there is a class interested in exchanging letters and a scrapbook. Even if they are not interested in sending a scrapbook you could ask if they are interested in receiving yours. (Jan Smith's 4th-grade class in 1974-75 and 1975-76 has exchanged letters and a scrapbook with ESCOLA GRADUADA DE SAO PAULO, the American Elementary and High School in Brazil. In 1976-77, they exchanged letters and a scrapbook with a fourth-grade class in Saudi Arabia.)

The booklet, Peoria and the World, is available from ERIC-ChESS, 855 Broadway, Boulder, Colorado 80302

Students should compile information about their school, community, state and country to put in the scrapbook for the children in another country. To collect information, students may write the mayor of their community, the governor of the state, and the President requesting materials for their scrapbook. The students can clip newspaper and magazine pictures and articles to show many facets of American life. They can do research and write reports for the scrapbook. Other possible ideas would be to include a stamp collection or their own pictures in the scrapbook. The finished scrapbook should give the students in another country a good over-all view of America. The students might want to exchange tape cassettes (if the other school has compatible recording machines) to make the exchange even more personal and fun.

As students put together the scrapbook, you might want to discuss why they chose the items to be included. As they work have them consider what they want the foreign students to know about their community, state, and country. As you begin, you might ask the students to make a list of questions they would ask about a country they had never seen or knew very little about.

If students are not receiving information about the city and country to which they are sending the scrapbook, they may want to do some research on where their scrapbook is going. They might display what they find on a bulletin board.

Possible discussion questions:

1. How does life compare with a 4th-grade student in city or country being studied? Consider climate, housing, food, schools, customs, sports, etc.

2. Would I be willing to change places with someone my age in city or country being studied? Explain your answer, give reasons why or why not.

IX. Our Ethnic Ties, Then and Now.

Objectives:

1. Students will collect data on cities in their state that celebrate festivals based on the ethnic origins of their citizens, past and present.
2. Students will collect data on cities in their state that have historical reminders of the ethnic background of their citizens, past and present.
3. Students will present their data to the class.
4. Students will draw conclusions about the relationship between people in their state and other countries in the world.

Materials Needed: Information on their state or community available from the tourist office of the state department of commerce or local chamber of commerce. Information on historical sites available in travel guides, such as those published by oil companies and available in libraries. You might also check to see if there is an international center in the state capital.

Procedure: After students have collected their information (to save time, you might want to write to these places for them), the following are possible ways to use their data.

1. Make bulletin board displays on the "parts of the world" that can be visited in their own state without leaving the state.
2. Report or demonstrate to the class crafts, customs or styles of architecture from other parts of the world that can be found in cities in their state. (Consider guest speakers, if they are available.)
3. As a class project, prepare a travel guide on how to "see the world" without leaving your state. This could be as simple or complicated as the class time and interest allows. If it is possible, have the class visit one of the places in their travel guides.
4. Make a large map and indicate with appropriate pictures where the national or ethnic festivals are located in your state. Students in small groups (2 or 3) could be responsible for one picture.

Any of these activities could be followed with some of the following questions for class discussion.

1. Based on our information, from what parts of the world have people come to our state?

2. People from what countries tended to settle in which parts of our state?

3. What visible influences have these people had on the areas they settled?

4. What reasons can you give for why they chose these places? (Jobs, resembled their homeland, others were already here, climate, etc.)

5. Name some famous people from the groups we have identified that settled in our state. Indicate the contributions made by these people.

ETHNIC ORGANIZATIONS ACTIVE IN INDIANAPOLIS

COUNTRY OF ORIGIN	NAME OF ORGANIZATION
Arab Nations	Central Indiana Chapter, National Association of Arab Americans
Hungary	Hungarian Club
Italy	Sons of Italy
Korea	Korean Society
Estonia	Estonian Society
China	U.S. -- China Peoples' Friendship Association
Germany	Committee for Promotion of German Culture
Latvia	Latvian Community Center
China	Indianapolis Association of Chinese-Americans
Pakistan	Pakistan Friendship Association
Vietnam	Vietnamese & Friends Association
Philippines	Barangay Club and Philippines American National Association
The Netherlands	Nederlands Club
Cuba	Cuban Association
Israel	Jewish Community Relations Council
Africa	Mid-west Council on African Affairs
India	India Association
England	Britannica Club
Greece	AHEPA and Daughters of Penelope

INTERNATIONALLY RELATED CLUBS -- INDIANAPOLIS

Ambassadair, Inc. (Travel)
Athenaeume Tuiners (German)
German Park (German)
Global Sportsman's (Travel)
Indianapolis Liederkranz (German)
Indianapolis Saenger -- Cher (German)
Kiwanis Club (Service)
Sertoma (Service)
United States Auto Club
Boy Scouts of America
Girl Scouts
Amateur Athletic Union
Optimists International (Service)

CHURCHES

Christ the Savior Orthodox Church (Greek)
Holy Trinity Greek Orthodox Church
St. Constantine & Elena Romanian Orthodox Church
St. George Syrian Orthodox Church
St. Nicholas Serbian Orthodox Church

CHURCHES (Con't.)

St. Stephen's Bulgarian Eastern Orthodox Church
Muhammad's Temple -- Islamic

Information about these organizations, clubs and churches may be obtained by writing or calling:

International Center of Indianapolis, Inc.
1050 West Forty Second Street
Indianapolis, Indiana 46208
(317) 923-1468

X. Identifying Local Business Firms Involved in Foreign Trade

Objectives:

1. Students will obtain information on companies in their locale that are involved in international trade.

2. Students will hypothesize about the effects of international trade on companies in their locale.

3. Students will hypothesize about the effects of international companies on the locale in which they are located and the countries with which they trade.

Materials Needed: The information will have to be obtained by contacting local industries. The students will need information on the economic activity of the company, such as number of employees, countries with which it trades, sales (within the U.S. and outside the U.S.), types of products produced and foreign offices or representatives.

Procedure: In this activity the teacher has several options to adapt the activity to his or her area and needs. The class could be divided into groups, with each studying one local industry, or the class as a whole could study one industry. A class could choose to study a multi-national corporation in their state or locale rather than local industry. The choice should be based on student interest and what is located in your area.

Students should compile their information in charts, tables, graphs and visuals (posters, bulletin boards, or transparencies) so it is available to the class. They could indicate on a map of the world where the corporation they are studying is located in their state, and where they trade in the world. On the map pictures may be used to indicate the products traded. Another map might be drawn to indicate the methods and routes of transportation that would be used to get the products from their area to the parts of the world in which they are sold.

After compiling the information the following are some possible discussion questions:

1. Why is this corporation able or willing to sell it's products to other countries?

2. How do you think this company has been affected by it's involvement in international trade? Has it been helped or hurt? Explain your answer.

3. What problems has the company faced because of it's international involvement?

4. How has our community or locale been affected by the activities of this company?

5. How are the people and country who receive these products affected by this international trade?

6. Why do you think this company involved in international trade chose to locate in our state or locale? Was it a multi-national before locating here, or after?

Businesses may be willing to send representatives to talk to classes about their companies activities in international trade.

Your state department of commerce may have a list of firms involved in foreign trade.

XI. Collecting Information About International Links of Local Civic and Service Organizations

Objectives:

1. Students will use a questionnaire to survey local civic and service organizations to determine ways they are linked to the world.
2. Students will organize the data from the questionnaire into charts and tables.
3. Students will analyze the data and draw conclusions about ways and the extent to which local civic and service organizations are linked to the world.

Materials Needed: Lists of local, civic and service organizations and their presidents. These should be available from the local chamber of commerce. The questionnaire is included. (You may want to revise it to suit your needs.)

Procedure: Have students individually or in pairs contact the various organizations and arrange to meet with a representative to complete the questionnaire. Make sure students give an explanation of the objectives of the questionnaire and the kind of information desired. This could be done on the phone or by mail, though personal contact would be preferable for more complete information and a larger percentage of responses.

The information from the completed questionnaires should be tallied and placed in charts or tables that can be used by the class. A form for tallying the questionnaire is suggested. On a world map, indicate national headquarters with one color, another color to indicate countries visited, or countries that have sent visitors or countries where organizations have projects.

After compiling the data, the following discussion questions could be used:

1. To what areas of the world are local civic and service organizations linked?
2. In what kinds of world projects or programs are local civic and service organizations involved?
3. What reasons do these organizations have for being involved with the world?
4. How great an impact do these organizations have on the world? Other countries? Your state and community?

This questionnaire is part of a social studies activity to determine how civic and service organizations in (community) are linked to the world. The class will compile the results to show ways organizations are linked to the world and countries with which they are involved. You are welcome to see our compiled data. Thank you for helping us find out how organizations in our community are linked to the world. If you have any questions please call me at _____ or come to the school.

Thank you

_____
(Teacher)

Name of Organization_____

Is your membership international? Yes No

Do you have an international headquarters? Yes No

If so where is it located? _____

In what country did your organization originate? _____

What kinds of international projects does your organization participate in? Please list and give a short explanation.

_____

_____

_____

_____

Have any of your members in the last year visited members in another country? Yes No

If so, what country? _____

Have members from another country visited your local organization? Yes No

If so, from what country?_____

If any of your members have traveled outside our country and would be willing to talk to our class about their experiences would you please indicate their name, the country they visited and how they could be contacted.

Civic and Service Organizations and World Involvement

Organizations	International Headquarters	Country of Origin	Countries Your Members Visited	Countries Sending Members to Visit	World Projects
Kiwanas					
Rotary					
YMCA-YWCA					
Altrusia					

XII. Coffee Drinkers, Coffee Producers and Coffee Prices in an Interdependent World

Objectives:

1. Students will read an article about the dilemma of the increasing demand for coffee and the limited ability to produce coffee.
2. Students will define the problem.
3. Students will create a solution to solve the dilemma, considering how various groups will be affected by their solution.

Materials Needed: The handout "Coffee Dilemma".

Procedure: Ask the students to read the article about coffee and define the problem. They should include the following points:

a. More coffee is being consumed than is now produced.

b. When Brazilian farmers take more land to grow coffee less other types of food is produced.

c. The money Brazil makes from coffee does not buy enough food for that country. It is used to buy energy.

d. The U.S. makes the greatest demand on the limited supply of coffee.

After students have defined the problem, ask them individually or in groups to develop a solution to ease the coffee dilemma. In their solution they must indicate how the following people would be affected: American coffee drinkers, Brazilian coffee farmers, Brazilian farm workers, the Brazilian government, and coffee drinkers around the world.

Coffee Dilemma

The rise in coffee prices from 85 cents to $2.25 for a pound of green (unroasted) beans is just one more signal of a serious food problem facing the world, according to commodity specialists.

Coffee exports have been exceeding production by at least 5% a year for more than the last 10 years. In 1974 (the last full year before the Brazilian frost) world green coffee bean output was about 55 million bags at 132.2 lbs. each. Official import totals for coffee reaching the worlds coffee consuming nations were 56 million bags, plus 5 to 7 million bags to "tourist" (smuggled) coffee. The difference came from stockpiled beans that had accumulated in private and state-owned warehouses over the years.

The use of coffee is increasing in many parts of the world. Japan in 1972 did not import enough coffee to even bother to keep statistics. In 1976, Japan imported 3 million bags of coffee, or 6% of the world exports. The demand for coffee has increased in many nations where it was once considered a luzury item. Between 1963 and 1974 Europe raised its coffee imports from 20 million to 30 million bags a year. This, despite the fact that with a heavy tax, ground beans sold for $5.00 a pound during that time. The Soviet Union has become a major importer of coffee. The consumption of coffee also rose in coffee producing nations.

With increasing demand for coffee and the Brazilian frost, along with problems in Angola and Uganda decreasing their production, exports of coffee are down. It is estimated Brazil will export a third of its normal 20 million bags this season. This will cause prices to stay high.

If coffee prices stay high, farmers will switch from growing soybeans and corn to growing coffee. If Brazilian farmers do switch this will tend to drive up grain and soybean prices and thus make beef, pork and poultry more expensive for consumers. When Brazilian farmers switched to a cash crop such as coffee, less land is available to grow other types of food. For example, in the last year there has been a shortage of black beans, the staple of the Brazilian diet. The cash crop money tends to go for the purchase of oil for industrial development. Oil prices are rising steadily.

Coffee is a major commodity in world trade. It is second (a distant second) to oil in international commodity dealings. In the U.S. last year, $8.00 per person was spent on coffee and coffee consumption was 12 pounds of coffee per person. By comparison the consumption of coffee per person in the rest of the world was 1.65 pounds per person. More than half of the world's coffee beans were brewed in the U.S.

If world wide consumption rose to 3 pounds per person, (1/4th of U.S. consumption) the producing nations could not supply the markets and feed themselves. Land growing coffee is not growing food. "The incredible rises in coffee and cocoa prices are merely another way of telling us that the 4 billion souls on this planet must compete for a steadily shrinking supply of farm produce. Hardly any productive cropland is idle anywhere and increases in one crop must be at the expense of another. The elasticity of supply is gone."

Information is from The New York Times, Sunday, January 16, 1977.

XIII. Learning from Exchange Students

Objectives:
1. Students will invite foreign exchange students to talk to the class.
2. Students will prepare questions to ask these visiting students.
3. Students will analyze what they have learned.

Materials Needed: Through the school system, colleges, churches or local organizations that sponsor exchange programs, identify foreign students that might be willing to visit your classroom.

Procedure: If the school is interested in becoming involved, the student leadership might help to organize an International Day. Students within a reasonable driving distance are invited to visit the school for a day. With a student from the host school, the exchange students would visit various classes during the day, talking and answering questions. A schedule should be established so teachers who want students to visit their classes will know who is coming each period. At the end of the school day you could have an informal gathering or a dance in the evening where students could meet and talk with visiting students. This kind of undertaking requires the support and involvement of the school and student leaders.

Exchange students in your community can be invited to speak to individual classes. Students should be prepared for a class discussion. You might ask the students what it would be like if they had to go in front of a class in another country and talk to the students. Ask them how they think they would feel, to help them to understand what their guest might be experiencing. If necessary, take time to talk with students about the home country of their visitor. Have students write 2 or 3 questions they would like to ask, to help stimulate discussion. Included is a reaction sheet for students to complete while they are listening to the speaker.

After the visit, ask the students to write two new things they learned from the speaker and talk about these with the class. Ask the students where they would like to go as an exchange student and why. Have them make a list of the problems they think they would encounter, and a list of things they would especially like to see or do in the country or city they would like to live in.

Write to American Field Services, Youth for Understanding or other organizations which sponsor exchange students and investigate the opportunities for U.S. students to become exchange students.

Reaction Sheet for Visiting Foreign Students-Complete the Sentences with Your Reactions.

1. I enjoyed learning about _____

_____.

2. I was surprised to hear about _____

_____.

3. Life in the U.S. compared to another country is _____

_____.

4. The thing I would find most difficult being an exchange student in another country is _____

_____.

5. The thing I would enjoy most about being an exchange student in another country is _____

_____.

6. Our school compared to the school of our visitor is _____

_____.

7. Student exchange programs are _____

_____

_____.

XIV. Learning About Foreign Students in Our Colleges and Universities

Objectives:

1. Students will identify the regions of the world from which foreign students come to Indiana University and Indiana State University.

2. Students will determine what changes have occurred in the numbers of students who have come from the various regions over an eleven year period.

3. Students will read tables, make comparisons, and compute percentages from numerical data.

Materials Needed: Information on foreign students at State Universities, acquired from the University. (Data on I.U. and I.S.U. furnished as examples.)

Procedure: Ask students the following:

a. From which regions of the world do you think students come to study at universities and colleges in Indiana?

b. Based on your own knowledge, how many students do you think come from each of these regions?

Conduct an open-ended discussion for the purpose of stimulating and focusing student interest on this topic.

Explain to the class that they will be given data from two universities in Indiana. Pass out the enclosed data sheets. You may ask the students to work in pairs or small groups. Also, you may wish to further divide the work by asking some groups to work with data from Indiana University, while the other groups work with data from Indiana State University. A study guide may be prepared to guide the activities of each group. Some possible questions to ask are listed below.

1. What percentage of the total enrollment of the university is made up of students from other countries? (Students may need teacher direction on how to compute percentages.)

2. What region supplied the largest number of students in 1965-66? in 1970-71? in 1975-76?

3. What region supplied the smallest number of students in 1965-66? in 1970-71? in 1975-76?

4. Why do you think more students come from one region than another? (Responses to this question will depend upon students' degree of awareness of the world social, economic, and political situations.)

When this is completed, the class might compare the information they have gathered about each of the two universities for purposes of determining:

a. How enrollment differs by region between the two universities.

b. What shifts are occurring, note what regions more students are coming from to each of the universities.

c. Why these shifts are occurring.

You may wish to record the information on the chalkboard or overhead projector. Also, use a large map of the world to locate the regions as they are discussed.

Finally, ask students to draw conclusions based on the data that has been recorded.

Suggested Application and Enrichment Activities:

1. Students may attempt to find out how many students from other countries are enrolled at a nearby university, or in their own school. Determine where the students are from. A table similar to the ones on the data sheets could be made.

2. Map project -- students may use the following device for locating areas represented in the lesson activities. Make a miniature flag of each country represented. Glue these to matchsticks, toothpicks, or dressmaker pins, and place them on a large world map.

3. Ask students to pretend they are studying abroad. Conduct an activity in which students attempt to identify the kinds of problems they might encounter. This may be a written assignment, perhaps in the form of a diary, or a role-playing exercise. A more sophisticated activity might be to have one group of students pretend they are students in another country, e.g., India, Japan, Nigeria, Brazil. They should prepare a set of questions they would like to ask a visiting American student. Then have another student or students pretend they are in that country and ask them to respond to the questions of the first group. Ask the class how they would improve on the answers given by the American student.

4. Invite a student from another country to come to the class to speak about their experiences since coming to the United States. (Nearby colleges and universities usually have a speakers' bureau and local high schools may have exchange students.) It may be useful to use activity 3 in preparation for this activity.

INDIANA UNIVERSITY
ALL CAMPUSES

TOTAL FOREIGN STUDENT ENROLLMENT FOR 11 YEAR PERIOD

SCHOOL YEAR	TOTAL UNIVERSITY ENROLLMENT*	TOTAL FOREIGN STUDENT ENROLLMENT**
1965-66	30,977	1,101
1966-67	34,590	1,161
1967-68	37,419	1,041
1968-69	40,880	1,403
1969-70	36,293	1,442
1970-71	39,041	1,479
1971-72	43,247	1,444
1972-73	42,967	1,534
1973-74	42,434	1,887
1974-75	42,336	1,984
1975-76	45,906	1,957

* Includes total full-time enrollment for all campuses for the first semester of each academic year.
Source: Indiana University Enrollment (1824 to date)

** Includes total for summer and school year.
Source: Student Data Cards.

INDIANA UNIVERSITY
FOREIGN STUDENT ENROLLMENT BY GEOGRAPHIC DIVISION
1965-66, 1970-71, and 1975-76

AFRICA	65-66	70-71	75-76
NORTH AFRICA			
Algeria	0	0	11
Egypt	29	6	27
Libya	1	5	60
Morocco	0	1	2
Tunisia	2	3	1
Total	32	15	101
WEST AFRICA			
Dahomey	0	0	1
Gambia	1	1	1
Ghana	4	10	4
Guinea	0	2	1
Ivory Coast	0	0	3
Liberia	6	8	4
Mali	0	4	4
Nigeria	48	24	54
Sierra Leone	2	10	5
Togo Republic	0	0	1
Upper Volta	0	0	1
Total	61	59	79
EAST AFRICA			
Ethiopia	6	21	10
Kenya	5	10	9
Malagasy Republic	1	2	2
Sudan	1	4	17
Tanzania	6	8	1
Uganda	3	9	4
Somalia	0	2	0
Total	22	56	43
CENTRAL (EQUATORIAL) AFRICA			
Angola	0	0	1
Cameroon	2	0	3
Congo Kinshasa (Zaire)	4	3	5
Total	6	3	9
SOUTH AFRICA			
Lesotho	0	0	2
Malawi	4	0	1
Rhodesia	8	1	2
South Africa Republic	8	6	9
Total	20	7	14

AMERICA	65-66	70-71	75-76
NORTH AMERICA			
Canada	78	175	111
Mexica	4	4	18
Bermuda	0	1	0
Total	82	180	129
SOUTH AMERICA			
Argentina	14	13	10
Bolivia	2	5	1
Brazil	15	10	21
Chile	17	27	10
Colombia	17	18	12
Ecuador	2	1	3
Guiana	0	0	1
Peru	10	20	7
Venezuela	10	9	48
Uraguay	2	4	0
Total	89	107	113
CENTRAL AMERICA			
Costa Rica	0	7	2
El Salvador	1	3	3
Guatemala	0	1	2
Honduras, British	0	0	1
Nicaragua	3	0	2
Panama	4	6	1
Total	8	17	11
CARIBBEAN			
Bahamas	1	1	1
Cuba	13	11	11
Dominican Republic	0	0	3
Haiti	1	0	3
Jamaica	11	4	4
Trinidad & Tobago	3	6	5
West Indies	0	0	1
Puerto Rico	1	0	0
Total	30	22	28
ASIA			
MEDITERRANEAN ASIA AND THE MIDDLE EAST			
Abu Dhabi	0	0	25
Dubai	0	0	2
Iran	37	33	85

Indiana University Foreign Student Enrollment, Continued

	65-66	70-71	75-76
MEDITERRANEAN ASIA AND THE MIDDLE EAST			
Iraq	9	2	8
Israel	10	19	17
Jordan	6	11	10
Kuwait	4	5	5
Lebanon	5	5	12
Muscat & Oman	0	0	2
Qatar	0	0	1
Saudi Arabia	71	27	95
Syria	3	2	2
Turkey	8	17	10
Yemen	0	0	1
Total	153	121	275
SOUTHERN ASIA			
Afghanistan	8	17	15
Bangladesh	0	0	9
India	64	123	73
Nepal	4	2	2
Pakistan	45	42	15
Sri Lanka (Ceylon)	4	2	5
Total	125	186	119
SOUTH EAST ASIA			
Burma	0	0	2
Cambodia	0	0	1
Indonesia	11	6	8
Laos	0	0	1
Malaysia	9	17	54
Philippines	42	40	33
Singapore	5	6	4
Thailand	47	70	55
Vietnam, South	4	12	17
Total	118	151	175
FAR EASTERN ASIA			
China, Mainland	0	0	1
China, Taiwan	90	66	105
Hong Kong	30	120	78
Japan	54	73	78
Korea, North	0	0	1
Korea, South	38	45	57
Macao	0	0	1
Ryuku Islands (Okinawa)	12	8	0
Total	224	312	321
MIDDLE ASIA			
Tibet	0	0	1
Total	0	0	1

*Includes one stateless student
**294 Students indicated that they were from American States.

	65-66	70-71	75-76
EUROPE			
WESTERN EUROPE			
Belgium	1	16	4
France	8	27	30
Ireland	1	3	6
Netherlands	3	7	9
Spain	2	5	13
United Kingdom	35	49	43
Portugal	1	2	0
Total	51	109	105
NORTHERN EUROPE			
Denmark	3	3	1
Finland	7	1	1
Iceland	2	1	2
Norway	2	5	4
Sweden	1	4	4
Total	15	14	12
EASTERN EUROPE			
Bulgaria	0	0	1
Poland	3	2	4
Romania	1	3	2
USSR	1	0	2
Yugoslavia	2	5	9
Hungary	0	3	0
Total	7	13	18
MEDITERRANEAN (SOUTHERN) EUROPE			
Cyprus	7	6	5
Greece	11	17	11
Italy	3	10	8
Malta	0	0	1
Total	21	33	25
CENTRAL EUROPE			
Austria	2	0	2
Czechoslovakia	0	3	1
Germany, West	18	35	38
Switzerland	0	4	5
Total	20	42	46
OCEANIA			
Australia	12	28	29
Fiji	0	0	5
New Zealand	2	5	3
Pacific Island	0	0	1
Pacific Island British	0	0	1
New Guinea	1	0	0
Total	15	33	39
GRAND TOTAL	1098*	1480	1957**

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INDIANA STATE UNIVERSITY
TERRE HAUTE

TOTAL FOREIGN STUDENT ENROLLMENT FOR 11 YEAR PERIOD

SCHOOL YEAR	TOTAL UNIVERSITY ENROLLMENT	TOTAL FOREIGN STUDENT ENROLLMENT
1965	9,401	43
1966	10,529	35
1967	11,624	38
1968	12,877	not available
1969	13,319	not available
1970	13,533	88
1971	13,508	102
1972	13,014	114
1973	11,596	141
1974	10,729	166
1975	11,012	167

INDIANA STATE UNIVERSITY
FOREIGN STUDENT ENROLLMENT BY GEOGRAPHIC DIVISION
1965-66, 1970-71, 1975-76

	65-66	70-71	75-76
NORTH AMERICA			
Canada	1	7	5
SOUTH AMERICA			
Brazil	3	0	0
Colombia	0	1	2
Venezuela	0	0	1
Ecuador	0	0	1
Peru	1	1	0
British Guiana	1	0	0
Total	5	2	4
CENTRAL AMERICA			
Canal Zone	0	0	2
Mexico	0	0	2
Total	0	0	4
CARIBBEAN			
Cuba	7	1	0
Puerto Rico	0	1	2
Virgin Islands	0	0	1
West Indies	0	0	2
Total	7	3	5
WESTERN EUROPE			
Spain	0	1	2
England	0	1	3
France	0	3	2
West Germany	2	0	1
Northern Ireland	0	0	1
Total	2	5	10
NORTHERN EUROPE			
Norway	0	1	3
SOUTHERN EUROPE			
Greece	0	1	0
NORTH AFRICA			
Libya	1	1	0
WEST AND CENTRAL AFRICA			
Nigeria	0	4	21
Sierre Leone	0	0	4
Ghana	0	1	6
Cameroon	0	0	2
Zambia	0	0	1
	0	5	34

*One student not recorded because of invalid code on computer.

	65-66	70-71	75-76
EAST AFRICA			
Kenya	1	1	4
Rhodesia	1	0	0
Ethiopia	0	0	3
Sudan	0	1	0
Tanzania	0	1	0
Total	2	3	7
SOUTH AFRICA			
South Africa	0	0	1
NEAR EAST			
Turkey	1	1	1
MIDDLE EAST			
Jordan	0	1	0
Iran	6	13	13
Saudi Arabia	0	0	3
Iraq	0	0	1
United Arab Republic	0	0	1
Israel	0	2	3
Lebanon	0	1	1
Total	6	17	22
EAST ASIA			
Formosa	0	3	7
China	10	4	5
Hong Kong	0	9	4
South Korea	1	4	4
Guam	0	0	4
Japan	1	1	1
Total	12	21	25
SOUTH ASIA			
India	0	6	13
West Pakistan	0	0	4
Total	0	6	17
SOUTHEAST ASIA			
Philippines	1	7	8
Thailand	3	7	5
South Vietnam	1	0	11
Federation of Malaysia	0	0	1
Indonesia	1	0	0
Total	6	14	25
OCEANIA			
Australia	0	0	4
GRAND TOTAL	43	88*	167

XV. What We Found Out About Ourselves, Our Community and the World

Objectives:
1. Students will organize the information they have collected about their community using the basic categories used in the unit.
2. Students will prepare a magazine or newspaper to show what they have learned about the ties between their community and the world.

Materials Needed: All the information gathered while working on activities from each section of this booklet.

Procedure: The basic categories used in these activities suggest a format similar to Time magazine. You might let students look at some issues of Time to see how they are organized.

Then divide the class into groups with each group responsible for a section of their magazine. (People, Cities, Business and Industry, Agriculture, Civic and Service Organizations, Defense/Military, Education and Travel/ Entertainment.) A class leader could serve as editor of the magazine and help coordinate what is produced by the various groups. Student art work could be used for illustrating and advertising for imported products, or ads from local companies that export a product might be included.

Duplicate or mimeograph the finished product. This could be distributed to parents, classmates, local businesses, civic organizations or anyone who had an interest in what students are doing and learning.

XVI. Why are Organizations Involved in International Interactions?

Objectives:
1. Students will draw at random an institution card and two possible reasons for international involvement cards.
2. Students will select one of the reasons for international involvement and develop this motivation for the institution they drew.
3. Students will infer that institutions are involved in international activity for a wide variety of reasons.

Materials Needed: Enough cards with reasons for International Involvement so that each student or group can draw two. Insitution cards so that each student or group can draw one.

Procedure: Students may work individually or in small groups of 2 or 3. Have them draw one institution and 2 reasons for international involvement cards. They are to select one reason and use it to give an explanation of why their institution is involved in international activity. They are to give specific examples of ways their goal could be achieved by their institution. This presentation could be written, oral or presented with a role play developed by the student groups.

Possible Variation: Have the students present a short role play giving the class the institution they represent and see if the class could identify their reasons for getting involved in international activity.

INSTITUTION CARDS

CHURCH	MILITARY
BUSINESS	SCHOOLS
SERVICE ORGANIZATION	GOVERNMENT

REASONS FOR INTERNATIONAL ACTIVITY CARDS

DISSEMINATE KNOWLEDGE	ACQUIRE STATUS	HELP OTHER
FAMILY TIES	PERSONAL FRIENDSHIP	CURIOSITY
CULTURAL AND ETHNIC TIES	SAVE SOULS	MANKIND IDENTITY (INTEREST IN OTHER PEOPLE AS HUMAN BEINGS)

REASONS FOR INTERNATIONAL ACTIVITY CARDS

MAKE MONEY	AQUIRE MATERIAL NEEDS
CONTROL FINANCES & RESOURCES	AQUIRE KNOWLEDGE

XVII. Agricultural Exports: Your State and the U.S.

Objectives:
1. Students will display their ability to read charts by answering factual questions about information on the charts.
2. Students will draw conclusions about the role of their state (Indiana is used as an example) in the total agricultural exports of the U.S.
3. Students will draw conclusions about how other parts of the world depend on their state for agricultural products.

Materials Needed: Charts to provide information on U.S. agricultural exports. Information is available from ERS/USDA.

Procedure: Have the students answer the questions individually or in groups. (If students are unfamiliar with charts the teacher should take time to explain how to read charts.)

Answer the following questions:

1. Indiana ranks among the top ten states in exporting what farm products?
2. Among the top ten states, where does Indiana rank in the exporting of all farm products?
3. What farm product in Indiana ranked first in export dollar amounts in 1971? in 1974?
4. What dollar amount of dairy products did Indiana export in 1971?
5. What country imported the most feed grain in 1970-74? The most soybeans? The most wheat and flour?
6. What was the percent increase of the dollar value of Indiana's agricultural producets exported between the years 1971 and 1974?
7. What percentage of the total U.S. exports are agricultural?

After answering the questions from the charts you might use the following discussion questions:

1. What kinds of farm products does Indiana tend to export most? How are these products used in other countries? (If you don't know, find out how countries use soybeans, feed grains and wheat and flour.)

2. What parts of the world (such as continents or geographical areas) depend on the U.S. for feed grains? for soybeans? for wheat and flour? How can you explain this?

3. How significant is the role of Indiana in providing agricultural products to the world? (Remember to consider not only amounts exported, but what is exported and how it is used.)

4. If Indiana farmers were to experience a severe drought for several years, how would it affect Indiana? The U.S.? The world?

5. California is now experiencing such a drought. How will it affect Indiana? The U.S.? The world?

6. What role do the farmers play in your own area in producing Indiana's exports?

1974 U.S. IMPORTS AND EXPORTS
(in billions of dollars)

Category	Imports	Exports
Fuels and Lubricants	$ 25.5	$ 3.6
Other Industrial Supplies	24.3	26.8
Business and Industrial Machinery	9.2	29.9
Automotive Vehicles, Parts, Engines	12.0	8.2
Agricultural Products	10.4	22.3
All Other	18.8	7.7

From: The Economic System . . . And Your Part In It
(Highlights of U.S. Import and Export Trade, Report FT-990 (1975))

Table 1.--Leading States for agricultural export, fiscal year 1975 1/

Commodity	United States	Leading 10 States by rank										10 high States	All others
		1	2	3	4	5	6	7	8	9	10		
All commodities*	20,333.7	Ill. 1,670.4	Iowa 1,661.0	Kansas 1,345.4	Texas 1,262.7	Calif. 1,135.9	Minn. 938.5	Neb. 909.9	Ind. 874.6	Ark. 773.9	N.C. 764.7	11,337.0	8.996.7
Wheat and products	5,000.9	Kansas 921.7	N.Dak. 526.2	Okla. 388.3	Wash. 345.1	Mont. 325.6	Neb. 285.0	Colo. 195.5	Ohio 186.9	Minn. 186.9	Idaho 165.2	3,526.4	1,474.5
Feed grains and products	4,812.6	Iowa 824.2	Ill. 723.3	Neb. 393.8	Texas 370.7	Ind. 337.0	Minn. 329.2	Kansas 245.2	Ohio 231.9	Mo. 151.1	Wisc. 137.0	3,743.4	1,069.2
Soybeans and products	4,155.7	Ill. 699.0	Iowa 670.7	Ind. 329.1	Mo. 322.5	Ark. 289.7	Minn. 285.9	Ohio 268.9	Miss. 157.5	La. 151.3	Tenn. 107.6	3,282.2	873.5
Cotton	1,028.0	Texas 240.1	Calif. 222.2	Miss. 140.5	Ariz. 89.1	Ark. 77.8	La. 49.6	Ala. 46.7	Ga. 36.3	Okla. 29.8	Tenn. 27.7	959.8	68.2
Rice	1,002.2	Ark. 319.3	Texas 238.5	La. 226.7	Calif. 169.8	Miss. 42.9	Mo. 5.0	---	---	---	---	1,002.2	---
Tobacco	910.1	N.C. 459.6	S.C. 101.8	Ga. 96.1	Ky. 89.8	Va. 75.1	Tenn. 31.2	Fla. 19.7	Md. 12.5	Conn. 10.6	Mass. 3.7	900.1	10.0
Fruits and preparations	648.4	Calif. 325.9	Fla. 158.4	Wash. 25.2	Texas 23.0	Ariz. 21.7	Mich. 16.9	N.Y. 16.5	Hawaii 15.4	Ore. 9.5	Pa. 8.2	620.7	27.7
Lard and Tallow	484.4	Texas 53.4	Iowa 45.9	Neb. 34.9	Kansas 28.3	Mo. 23.7	S.D. 23.5	Calif. 21.2	Okla. 21.1	Ill. 20.9	Colo. 19.4	292.3	192.1
Vegetables and preparations	399.8	Calif. 94.5	Wash. 60.4	Idaho 51.5	Mich. 40.8	Neb. 24.3	Colo. 20.0	Fla. 17.6	N.Y. 10.4	Ore. 10.3	Minn. 9.3	339.1	60.7
Meats and Meat products, excluding poultry	341.7	Iowa 52.1	Ill. 28.6	Texas 23.1	Neb. 22.3	Mo. 20.4	Minn. 17.9	Ind. 16.8	Kansas 16.4	S.D. 15.6	Ohio 9.0	222.2	119.5
Hides and skins	301.4	Texas 37.9	Iowa 21.5	Neb. 21.5	Kansas 18.1	Calif. 15.9	S.D. 15.8	Colo. 14.4	Okla. 14.4	Mo. 13.2	Minn. 9.6	182.3	119.1
Cottonseed and products	216.4	Calif. 50.0	Texas 47.3	Miss. 28.9	Ariz. 20.5	Ark. 16.6	La. 10.2	Ala. 9.7	Ga. 7.2	Tenn. 5.7	Okla. 5.7	201.8	14.6
Peanuts and peanut oil	166.2	Ga. 75.2	Ala. 21.4	Texas 19.0	N.C. 18.0	Va. 13.1	Okla. 9.8	Fla. 7.4	S.C. 1.4	N.M. .6	Miss. .3	166.2	---
Dairy products	140.6	Minn. 33.0	Wisc. 29.1	Calif. 17.9	Iowa 11.4	N.Y. 9.5	Ohio 5.8	S.D. 4.8	Wash. 4.5.	Mich. 4.5	Pa. 4.4	124.9	15.7
Poultry products	123.4	Ga. 12.1	Ark. 12.1	Calif. 11.3	N.C. 9.9	Ala. 8.9	Texas 6.3	Miss. 5.5	Minn. 5.0	Pa. 4.4	Md. 3.8	79.3	44.1
Flaxseed and products	78.2	N.D. 36.1	S.D. 20.4	Minn. 18.5	Texas 2.2	Mont. 1.0	---	---	---	---	---	78.2	---

1/Preliminary

*$20.3 billion worth, out of U.S. agricultural exports of $21.6 billion, were allocated by States.

Table 10. U.S. Exports of Feed Grains, by Major Country of Destination, in Millions of Dollars, Calendar Years 1970-74.

Country	1970	1971	1972	1973	1974
Japan	363.5	222.5	317.7	913.5	1112.2
Netherlands	139.5	144.9	142.9	316.2	496.4
West Germany	69.5	77.4	86.5	244.0	425.2
Spain	8.7	5.1	78.4	164.5	278.9
Mexico	34.4	2.7	27.2	85.3	276.3
Italy	62.4	79.4	141.9	262.0	262.4
USSR	0	12.8	209.1	238.9	141.1
South Korea	16.3	32.0	29.0	82.7	140.3
United Kingdom	75.0	54.9	84.7	126.0	122.1
Canada	95.6	58.5	66.2	46.6	104.7
Israel	35.0	47.3	36.5	55.7	100.4
Portugal	11.0	23.7	27.5	51.2	99.2
PRC	0	0	23.8	132.4	95.7
Greece	18.5	7.7	8.4	89.6	81.0
Poland	5.4	24.5	16.3	68.5	72.2
Romania	5.9	0	9.6	6.8	67.8
Venezuela	10.7	14.5	20.3	32.4	62.5
Egypt	1.3	2.3	5.4	15.9	60.6
WORLD TOTAL	1063.9	972.0	1521.7	3539.0	4646.3

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1975, pp. 31-43.

Table 11. U.S. Exports of Soybeans, by Major Country of Destination, in Millions of Dollars, Calendar Years 1970-74.

Country	1970	1971	1972	1973	1974
Japan	305.3	311.2	375.4	715.9	724.3
Netherlands	156.3	194.2	259.4	453.7	637.6
West Germany	130.2	162.0	189.1	326.6	498.8
Spain	107.2	122.4	161.7	181.9	338.1
Italy	60.7	82.1	64.4	158.3	211.0
Taiwan	61.5	60.8	75.9	139.4	131.8
PRC	0	0	0	43.4	126.5
Canada	186.5	115.1	77.2	70.2	100.0
France	25.8	44.2	39.1	72.3	96.4
Mexico	14.6	6.6	2.1	17.2	81.6
Norway	16.9	26.3	22.1	44.8	70.7
Israel	17.6	41.3	40.3	74.6	68.2
Denmark	52.0	61.1	55.6	88.0	66.9
Belgium	36.2	33.5	18.0	62.2	63.6
United Kingdom	16.2	13.3	31.1	47.8	54.9
Poland	10.0	7.7	9.9	2.86	36.2
WORLD TOTAL	1227.6	1326.8	1508.1	2762.2	3537.4

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1975, pp. 31-43.

Table 12. U.S. Exports of Wheat and Flour, by Major Country of Destination, in Millions of Dollars, Calendar Years 1970-74.

Country	1970	1971	1972	1973	1974
Japan	157.5	152.1	161.6	405.9	571.9
India	135.0	80.8	11.4	212.0	374.0
South Korea	75.1	85.2	128.8	282.3	261.2
Iran	3.2	26.2	36.0	69.2	257.5
PRC	0	0	35.3	277.7	234.0
Mexico	0.3	12.9	40.5	72.9	181.6
Brazil	36.4	52.1	37.4	215.7	171.1
Bangladesh	0	0	53.4	70.2	148.9
Algeria	14.1	7.9	30.5	54.7	148.4
Egypt	---	---	---	50.4	135.9
USSR	0	0.7	154.8	555.1	124.1
Venezuela	36.2	37.4	49.2	67.2	124.0
Taiwan	30.8	22.1	29.4	85.1	116.2
Iraq	0	0.5	0.5	24.7	96.3
Netherlands	27.4	25.6	51.8	75.9	95.8
Turkey	35.3	31.5	2.6	25.8	93.5
Morocco	24.9	40.4	19.6	62.0	87.1
Peru	10.1	19.8	34.8	65.6	84.5
Colombia	17.5	23.8	25.6	51.8	81.9
Pakistan	63.8	36.7	81.5	89.2	80.6
WORLD TOTAL	1112.0	1090.0	1451.8	4154.3	4588.9

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1975, pp. 31-43.

Table 13. Indiana Agricultural Exports, in Millions of Dollars, Fiscal Years 1971-74.

Product	1971	1972	1973	1974
Feed grain, total	78.0	103.7	197.2	390.8
Soybeans	115.1	134.6	194.1	282.3
Protein meal	35.1	37.7	58.7	91.9
Wheat and flour	24.1	21.4	59.2	68.6
Soybean oil	21.9	21.7	12.1	25.4
Meats & products, excluding poultry	6.6	8.0	14.6	11.9
Land and tallow	8.3	5.7	5.4	11.1
Hides and skins	2.7	3.4	6.9	6.5
Poultry products	2.0	2.0	2.7	3.5
Tobacco, unmanufactured	1.4	1.7	2.0	2.9
Dairy products	1.4	2.7	1.2	1.0
Vegetables and preparations	1.3	1.1	0.8	0.9
Fruits and preparations	0.5	0.6	0.6	0.7
Other	31.7	39.9	52.1	69.9
Indiana Total	330.1	384.2	607.6	967.4
U.S. TOTAL	7755.6	8050.3	12,894.0	21,322.5

Source: Foreign Agricultural Trade of the United States, November 1974, pp. 12-13, 16-17.

XVIII. How Far Can You Go On A Gallon of Gas?

Objectives:
1. Students will select at random an international gas price and a car.
2. Students will be given mileage to a city in their state. (City 200 to 250 miles away.)
3. Given $8.00, the distance to the city they are visiting, and the M.P.G. of their car, the students will compute how far they could get on the money.
4. Students will draw conclusions about how travel is affected by gas prices.

Materials Needed: Cards with gas prices in other parts of the world, and cards with a car and it's M.P.G. Any car dealer can give you a booklet with the E.P.A. mileage for all cars. (The cars listed here give the combined city and highway M.P.G.)

Procedure: Have the students draw car and gasoline price cards. This could be done individually or in pairs. All students have $8.00 to spend and a fixed number of miles to travel. Using the M.P.G. for their car, have them figure how far they can go on their country's gas prices. On a large map students could mark the distance they were able to travel towards their destination, or have them report to the class how far they were able to travel in their car.

After all students have completed their own statistics, give the class a copy of the compared gas prices and the car M.P.G.'s and discuss the following questions:

1. How do gasoline prices in your hometown and in the U.S. generally compare to other parts of the world?
2. How would your driving habits be affected if you lived in Finland?
3. What is the relationship between gasoline prices and cars that people buy? How would this relationship vary from the U.S. to Japan to Finland?
4. What is the relationship between gas prices and the amount of gasoline consumed? What conclusions can you draw about U.S. gasoline consumption?
5. What else besides the gasoline prices might affect the kind of cars people buy?

6. Now the U.S. is more dependent on the Arabs for oil than it was before the 1973 embargo. Petroleum imports are expected to rise from 41% today to as much as 60% before 1980. (Give the students the information on car sizes and U.S. demands for oil imports and petroleum products.) Create a U.S. energy policy to deal with the problem of increasing U.S. gasoline consumption. How do you think the U.S. public would react to your energy policy?

Cars With Combined City and Highway M.P.G.

1. Audi Fox - 28 MPG
2. AMC Gremlin - 23 MPG
3. Datsun B-210 - 34 MPG
4. Firebird - 18 MPG
5. Toyota Celica - 26 MPG
6. American Motors Hornet - 20 MPG
7. Cadillac Seville - 16 MPG
8. Cadillac Eldorado - 14 MPG
9. Pontiac Gran Prix - 19 MPG
10. Plymough Fury - 18 MPG
11. Lincoln Continental - 15 MPG
12. Porsche - 17 MPG
13. Lincoln-Mercury Bobcat Wagon - 24 MPG
14. Ford Wagon - 24 MPG
15. Plymouth Grand Fury Wagon - 12 MPG
16. Toyota Corona - 25 MPG
17. Volkswagen Dasher Diesel - 40 MPG
18. Camero Chevette - 33 MPG
19. Dodge Celeste - 31 MPG
20. Dodge Colt - 35 MPG
21. Mazda 808 - 38 MPG
22. Chevrolet Nova - 22 MPG
23. Chevrolet Van - 21 MPG
24. Volkswagen Rabbit - 27 MPG
25. Chevrolet Chevette - 29 MPG
26. Pontiac Sunbird - 30 MPG
27. Subaru - 32 MPG
28. Toyota Corolla - 41 MPG
29. Plymouth Fury 440/8 - 11 MPG
30. Rabbit Diesel - 44 MPG

When the nations auto dealers gathered in February, 1977 for their annual convention, they generally agreed that:

The public seemed to be in a car buying mood, but not for smaller American models.

Except for a few Japanese makes, notably Toyota, Datsun and Honda - demand is strongest for intermediate and standard sized U.S. cars.

Reed Draper, a Chevrolet and Toyota dealer in Saginaw, Michigan, who is President of the National Automobile Dealers Association says, "We prefer big cars at this particular pricing level of gasoline. Americans like the comfort of the big car."

ESTIMATED NUMBER OF VEHICLES IN USE

Selected Countries

Per 1,000 Population

	Private		Commercial	
	1965	1955	1965	1955
U.S.A.	385	314	73	64
New Zealand	271	170	61	53
Canada	269	187	69	62
Australia	255	146	77	71
Sweden	232	88	18	16
France	196	69	45	30
U.K.	170	69	33	23
Germany F.R.	158	36	15	22
Kuwait	123	NA	46	NA
Austria	109	21	41	9
Italy	106	18	13	8
Netherlands	104	25	19	11
South Africa	63	42	16	12
Venezuela	44	24	19	16
Argentina	41	18	26	14
Israel	30	10	16	10
Spain	25	5	12	3
Japan	22	2	44	3
Mexico	18	10	9	8
Brazil	14	6	12	6
Morocco	12	11	6	5
Kenya	8	4	1	4
Poland	8	1	6	3
Colombia	7	6	6	5
Philippines	5	2	3	3
India	1	1	1	--

Oxford Economic Atlas

XIX. Taking a Trip Abroad

Objectives:
1. Students will fill out a passport application.
2. Students will make plans for an imaginary trip.
3. Students will keep a scrapbook, journal or similar record of their trip.
4. Students will analyze passport information for their state.

Materials Needed: Passport application included here, (available from your county courthouse) magazines and travel folders from travel agencies or write consulates or embassies, and airlines for information about countries to visit. The passport information is available from the Passport Office, U.S. Department of State, Washington, D. C.

Procedure: Ask students to select a country they would like to visit if they had a two week vacation and a chance to travel outside the United States. Have the class make a list of things they would need to do before they could make such a trip. Ask if any of their parents have traveled outside the U.S. These people could help them with their list.

A passport should be one of the first things on their list. Give students a copy of the passport application to fill out. You may need to provide explanation and guidance as the students fill out the application. After they have filled out the application, take time to discuss the kind of information requested. why this information is necessary and the need for a passport. If you can, bring a passport for the class to see.

The imaginary trip could be taken individually or in groups of two or three.

The students are to find out about the country they plan to visit and prepare a report of their trip. This can be done on one of the following ways:

1. Write a diary or journal describing the trip.
2. Write an article for a magazine or a newspaper series describing the trip.
3. Give an oral presentation to the class describing the trip.
4. Using pictures from magazines and travel folders make a scrapbook of the trip.

The presentation should include the following information about your trip:

1. How I got there.

2. Kind of clothes I needed.

3. The money needed in the country I visited

4. Food I ate.

5. Description of my favorite city.

6. At least 3 historical sites I visited (a decription of each).

7. Personal reactions to my trip.

8. Souvenirs I brought home.

Encourage the students to use their imaginations in describing their trip.

After completing the imaginary trip, invite a local person or student who have traveled outside the U.S. to talk to the class about their experiences.

Give the students the passport information and ask them the following questions:

1. Has the total number of passports issued for the U.S. in 1975 increased or decreased from 1974? (January through December) For your state was there an increase or decrease in the passports issued in 1975 compared to 1974. How does your state compare with other states in your area?

2. From your area (or state if possible) what destination is listed most in 1975 as the first area of destination? What is the second most listed area as the first area of destination. What is listed the least number of times as the first area of destination? How does this information compare with the choices that were made by the class for their imaginary trips? What were the reasons for your choices?

3. Reviewing passport data 1920-1977. What happens between 1930-33? Historically, what might explain this?

4. Looking at the number of Domestic passports issued and renewed between the calendar years 1920-1977, what trend do you notice? What do you think might explain this?

PLEASE TYPE OR PRINT CLEARLY IN INK (Pencil is not acceptable)

DEPARTMENT OF STATE

PASSPORT APPLICATION

(Use supplemental sheets when the space provided is not adequate)

(PASSPORT OFFICE USE ONLY)

R D O DP Endorsement _____

A

TO BE COMPLETED BY ALL APPLICANTS

(First name) (Middle name) (Last name)

I, _____

a citizen of the United States, do hereby apply to the Department of State for a passport.

MAIL PASSPORT TO:

STREET _____

CITY _____ STATE _____ ZIP CODE _____

PHONE NOS: Area Code: _____ Home: _____ Business: _____

SEX (M-F)	BIRTHPLACE (City, State or Province, Country)	BIRTH DATE (Month-Day-Year)

HEIGHT	COLOR OF HAIR (Spell out)	COLOR OF EYES (Spell out)	VISIBLE DISTINGUISHING MARKS	SOCIAL SECURITY NO. (Not mandatory)
___ Ft. ___ In.				

MY PERMANENT RESIDENCE (Street address, City, State, ZIP Code)

COUNTY OF RESIDENCE (Not mandatory)

OCCUPATION

DEPARTMENT DATE

APPLICANT'S EVIDENCE OF CITIZENSHIP

☐ Birth Certificate SR CR City

☐ Certificate of Naturalization or Citizenship

☐ Passport

Bearer's Name:

No.: Filed/Issued:

Place: ☐ Seen & Returned

SEE REQUIREMENTS FOR PHOTOGRAPHS ON THE ATTACHED INFORMATION SHEET. PHOTOGRAPHS WHICH DO NOT MEET THE REQUIREMENTS OR ARE NOT A LIKENESS WILL NOT BE ACCEPTED.

ACCEPTANCE AGENT WILL STAPLE PHOTO HERE. DO NOT IMPRESS SEAL ON EITHER PHOTOGRAPH.

FATHER'S NAME	BIRTHPLACE	BIRTH DATE	U. S. CITIZEN
			☐ Yes ☐ No
MOTHER'S MAIDEN NAME	**BIRTHPLACE**	**BIRTH DATE**	**U. S. CITIZEN**
			☐ Yes ☐ No

☐ I WAS LAST MARRIED ON _____ TO (Wife's/Husband's full legal/maiden name - complete whether married, widowed or divorced)

☐ I WAS NEVER MARRIED

HAVE YOU OR ANYONE INCLUDED IN SECTION B OF THIS APPLICATION BEEN ISSUED OR INCLUDED IN A U.S. PASSPORT? ☐ Yes ☐ No IF YES, SUBMIT PASSPORT OR STATE:

Disposition: No.: Issue Date:

IN THE EVENT OF ACCIDENT OR DEATH NOTIFY (Not mandatory) (Do not give name of a person who will accompany you when traveling)

Name in full: Relationship:

Address: Phone No.:

B

COMPLETE ONLY IF WIFE/HUSBAND AND/OR CHILDREN UNDER THE AGE OF 18 YEARS ARE TO BE INCLUDED IN PASSPORT AND SUBMIT GROUP PHOTOGRAPH

WIFE'S/HUSBAND'S FULL LEGAL NAME

BIRTH DATE (Month-Day-Year)	BIRTHPLACE (City, State or Province, Country)

CHILD(REN)'S NAME(S) IN FULL	BIRTHPLACE(S) (City, State or Country)	BIRTH DATE(S) (Month-Day-Year)

(PASSPORT OFFICE USE ONLY)

WIFE'S/HUSBAND'S EVIDENCE OF CITIZENSHIP

☐ Birth Certificate

☐ Certificate of Naturalization or Citizenship

☐ Passport

Bearer's Name:

No.: Filed/Issued:

Place: ☐ Seen & Returned

CHILD(REN)'S BIRTH EVIDENCE

☐ Seen & Returned

I have not (and no other person included in this application has), since acquiring United States citizenship, performed any of the acts listed in section C on the reverse of this application form (unless explanatory statement is attached). I solemnly swear (or affirm) that the statements made on all of the pages of this application are true and the photograph attached is a likeness of me and of those persons to be included in the passport.

_____ (SEAL) _____

(To be signed at same time by husband/wife to be included in passport) (To be signed by Applicant in presence of person administering oath)

Subscribed and sworn to (affirmed) before me this _____ day of _____ 19____.

Clerk of the _____, Postal Employee/Passport Agent at _____

_____

(Signature of person authorized to accept passport application)

FORM 1-77 DSP-11

(OVER - YOU MUST COMPLETE PAGE 2)

FORM APPROVED O.M.B. NO. 47-R0051

C

WOMEN MUST COMPLETE FOLLOWING IF CHILDREN OF A PREVIOUS MARRIAGE ARE INCLUDED OR IF PREVIOUSLY MARRIED BEFORE MARCH 3, 1931

I WAS PREVIOUSLY MARRIED ON	TO (Full legal name)	WHO WAS BORN AT (City, State, Country)
ON (Date of birth)	☐ FORMER HUSBAND WAS U.S. CITIZEN ☐ FORMER HUSBAND WAS NOT U.S. CITIZEN	PREVIOUS MARRIAGE TERMINATED BY ☐ DEATH ☐ DIVORCE ON (Date)

D

COMPLETE IF APPLICANT OR ANY PERSON INCLUDED IN SECTION B WAS NOT BORN IN THE UNITED STATES AND CLAIMS CITIZENSHIP THROUGH PARENT(S)

ENTERED THE U.S. (Month) (Year) ☐ Applicant ☐ Wife ☐ Husband ☐ Child	IF FATHER NATURALIZED: Date / Certificate No. Before (Name of Court) / Place (City, State)	IF KNOWN, FATHER'S RESIDENCE IN U.S. From (Year) To (Year)
RESIDED CONTINUOUSLY IN THE U.S. From (Year) To (Year) ☐ Applicant ☐ Wife ☐ Husband ☐ Child	IF MOTHER NATURALIZED: Date / Certificate No. Before (Name of Court) / Place (City, State)	IF KNOWN, MOTHER'S RESIDENCE IN U.S. From (Year) To (Year)

E

PROPOSED TRAVEL PLANS (Not Mandatory)

PURPOSE OF TRIP	MEANS OF TRANSPORTATION	Ship	Air	Other	COUNTRIES TO BE VISITED
PROPOSED LENGTH OF STAY	Departure	☐	☐	☐	
	Return	☐	☐	☐	
NO. OF PREVIOUS TRIPS ABROAD WITHIN LAST 12 MONTHS	DO YOU EXPECT TO TAKE ANOTHER TRIP ABROAD? ☐ Yes ☐ No IF SO, WITHIN ☐ 1 Year ☐ 2 Years ☐ 5 Years				

F

PRIVACY ACT STATEMENT

The information solicited on this form is authorized by, but not limited to, those statutes codified in Titles 8, 18, and 22, United States Code, and all predecessor statutes whether or not codified, and all regulations issued pursuant to Executive Order 11295 of August 5, 1966. The primary purpose for soliciting the information is to establish citizenship, identity and entitlement to issuance of a United States Passport or related facility, and to properly administer and enforce the laws pertaining thereto.

The information is made available as a routine use on a need-to-know basis to personnel of the Department of State and other government agencies having statutory or other lawful authority to maintain such information in the performance of their official duties; pursuant to a subpoena or court order; and, as set forth in Part 6a, Title 22, Code of Federal Regulations (See Federal Register Volume 40, pages 45755, 45756, 47419 and 47420).

Failure to provide the information requested on this form may result in the denial of a United States Passport, related document or service to the individual seeking such passport, document or service.

NOTE: The disclosure of your Social Security Number or of the identity and location of a person to be notified in the event of death or accident is entirely voluntary. However, failure to provide this information may prevent the Department of State from providing you with timely assistance or protection in the event you should encounter an emergency situation while outside the United States.

G

ACTS OR CONDITIONS

I have not (and no other person included in this application has), since acquiring United States citizenship, been naturalized as a citizen of a foreign state; taken an oath or made an affirmation or other formal declaration of allegiance to a foreign state; entered or served in the armed forces of a foreign state; accepted or performed the duties of any office, post, or employment under the government of a foreign state or political subdivision thereof; made a formal renunciation of nationality either in the United States or before a diplomatic or consular officer of the United States in a foreign state; ever sought or claimed the benefits of the nationality of any foreign state, or been convicted by a court or court martial of competent jurisdiction of committing any act of treason against, or attempting by force to overthrow, or bearing arms against, the United States, or conspiring to overthrow, put down or to destroy by force, the Government of the United States.

(If any of the above-mentioned acts or conditions have been performed by or apply to the applicant, or to any other person to be included in the passport, the portion which applies should be struck out, and a supplementary explanatory statement under oath (or affirmation) by the person to whom the portion is applicable should be attached and made a part of this application.)

WARNING: False statements made knowingly and willfully in passport applications or in affidavits or other supporting documents submitted therewith are punishable by fine and/or imprisonment under the provisions of 18 USC 1001 and/or 18 USC 1542. Alteration or mutilation of a passport issued pursuant to this application is punishable by fine and/or imprisonment under the provisions of 18 USC 1543. The use of a passport in violation of the restrictions contained therein or of the passport regulations is punishable by fine and/or imprisonment under 18 USC 1544. All statements and documents submitted are subject to verification.

H

(FOR USE OF APPLICATION ACCEPTANCE AGENT ONLY)

APPLICANT'S IDENTIFYING DOCUMENT(S)	IDENTIFYING DOCUMENT(S) OF WIFE/HUSBAND TO BE INCLUDED IN PASSPORT
☐ Certificate of Naturalization or Citizenship ☐ Passport ☐ Driver's License ☐ Other (Specify):	No.: Issue Date: Expiration Date: Place of Issue: Issued in Name of:
☐ Certificate of Naturalization or Citizenship ☐ Passport ☐ Driver's License ☐ Other (Specify):	No.: Issue Date: Expiration Date: Place of Issue: Issued in Name of:

(PASSPORT OFFICE USE ONLY)

FEE _____ EXEC _____ POST _____

INFORMATION FOR PASSPORT APPLICANTS

A. WHO MAY BE ISSUED A PASSPORT

A passport may be issued only to citizens or nationals of the United States.

B. USE OF THIS FORM

1. This application must be personally presented to and executed by (a) a passport agent; (b) a clerk of any Federal court; (c) a clerk of any State court of record or a judge or clerk of any probate court; or (d) a postal employee designated by the Postmaster General.* A wife or husband who is to be included in the passport must appear in person with the applicant and also sign the application. Unmarried children under the age of 18 years who are to be included in a passport application are not required to appear in person. (NOTE: A person included in the passport of another may not use the passport for travel unless he is accompanied by the bearer.) An unmarried person who has attained the age of 18 years must obtain a passport in his own name.

Passport Agencies are located in the following cities: Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle, and Washington, D.C.

2. Unless specifically limited by the Secretary of State to a shorter period of validity, passports are valid for five years from the date of issue, after which a new passport must be obtained for travel.

3. Under certain circumstances, a person who is the bearer of a passport issued within eight years prior to the date of a new application and who can submit that passport with his new application, may apply for a subsequent passport by mail. A person who may be eligible to apply for a passport by mail may obtain Form DSP-82, "Application for Passport by Mail," from travel agents, and the offices listed in Section B-1. Before completing the form, the applicant should carefully read the instructions on the reverse side to determine that he meets all of the requirements for obtaining a passport by mail.

C. PROOF OF UNITED STATES CITIZENSHIP IS REQUIRED OF APPLICANTS

1. Applicants Who Were Issued or Included in Passports Previously. A passport issued previously to an applicant or one in which he was included, shall be accepted as proof of United States citizenship. The applicant shall submit the passport with the application. If the passport cannot be submitted, other evidence of citizenship should accompany the application to avoid delay in issuance of the passport. The previous passport or citizenship documents will be returned with the newly issued passport.

2. Applicants Who Are Applying for Their First Passport.

a. Citizenship by Birth in the United States. A person born in the United States shall present his birth certificate. To be acceptable the certificate must show the birth record was filed shortly after birth and must be certified with the registrar's signature and the raised, impressed or multi-colored seal of his office. Uncertified copies of birth certificates are not acceptable. A delayed birth certificate (a record filed more than one year after the date of birth) is acceptable provided that it shows that the report of birth was supported by acceptable secondary evidence of birth as described below.

If such primary evidence is not obtainable, a notice from the registrar shall be submitted stating that no birth record exists. The notice shall be accompanied by the best obtainable secondary evidence such as a baptismal certificate, a certificate of circumcision, a hospital birth record, affidavits of persons having personal knowledge of the facts of the birth or other documentary evidence such as early census, school, or family bible records, newspaper files and insurance papers. Secondary evidence should be created as close to the time of birth as possible.

All documents submitted as evidence of United States citizenship by birth shall include the given name and surname, the place and date of birth of the applicant and bear the seal of the office, if this is customary, and signature of the person before whom such documents were executed or by whom they were issued. Evidence, except affidavits and altered or mutilated documents, will be returned by the Passport Office to the applicant unless the case may require further investigation.

b. Citizenship by Naturalization. A person who claims United States citizenship by naturalization shall submit his certificate of naturalization with his application.

c. Citizenship Through Parent(s). If United States citizenship was acquired through naturalization of a parent or parents, or by birth abroad to United States citizen parent(s), the certificate of citizenship issued by the Immigration and Naturalization Service shall be submitted with the application. If such a certificate is not available, submit the following documents:

(1) When Citizenship Was Acquired Through Naturalization of Parent or Parents. Parent(s) certificate(s) of naturalization, applicant's foreign birth certificate and evidence of admission to the United States for permanent residence shall be submitted with the application. If citizenship was acquired through the naturalization of a sole parent, the other having been an alien, also submit the divorce decree showing naturalized parent has custody, or the death certificate of the alien parent, when appropriate.

(2) When Citizenship Was Acquired Through Birth Abroad to United States Citizen Parent or Parents. A Consular Report of Birth (Form FS-240) or Certification of Birth (Form DS-1350 or Form FS-545) issued by the Department of State shall be submitted with the application. If neither of these is available, the foreign birth certificate, evidence of the United States citizenship of parent(s) and an affidavit from parent(s) showing the periods and places of residence in the United States and abroad (specifying precise periods in U.S. Armed Forces, in other U.S. Government employment, with qualifying international organization, or as a dependent of such person) before birth of applicant shall be submitted.

d. Requirements for Women Married Before September 22, 1922, or Married to Aliens Ineligible to Citizenship Before March 3, 1931. Evidence requirements for persons in these categories should be discussed with the person executing the application.

D. PHOTOGRAPHS

1. Number and Recency of Photographs Required. Two identical signed photographs taken within six months of the date of the application, portraying a good likeness of and satisfactorily identifying the applicant shall be presented with the application. Photographs should be taken in normal street attire, without a hat. Dark glasses are not acceptable unless required for medical reasons.

2. Signature on the Photographs. Both photographs must be signed on the front along the left-hand side without marring the features. The signature on the photographs must agree with the signature on the application.

3. Photographs for More Than One Person. A group photograph must be submitted when a husband or wife and/or children are to be included in a passport.

4. Photographs May Be in Color or in Black and White. Passport photographs are acceptable in black and white or in color. Photographs retouched to a point where the applicant's

*Postal employees have been designated only in certain areas.

appearance is changed are unacceptable. However, those retouched merely to eliminate shadows and lines are acceptable.

5. Size and Quality of Photographs. The Passport Office welcomes photographs which depict the applicant as relaxed and smiling. Photographs shall be clear, front view, full face and shall be printed on thin, non-glossy paper with a light, plain background.

They shall not be smaller than 2-1/2 x 2-1/2 inches nor larger than 3 x 3 inches in size. Prints shall be capable of withstanding a mounting temperature of over 200 degrees Fahrenheit. Most vending machine prints will not withstand the mounting temperature and therefore are not acceptable. Also, magazine or full length photographs are not acceptable.

E. IDENTIFICATION

The applicant and husband/wife to be included in the passport must establish their identity to the satisfaction of the person executing the application. This may be done in one of the following ways:

1. Personal Knowledge of Identity. If the applicant is personally known to the person executing the application, no further identification is required.

2. Documents to Prove Identity. The following items are acceptable if they contain the signature AND either a physical description or a photograph of the applicant:

a. Previous United States passport;

b. A certificate of naturalization or of derivative citizenship;

c. Driver's license (not temporary or learner's license);

d. A governmental (Federal, State, municipal) identification card or pass.

As a general rule, the following documents are not acceptable as evidence of identity:

a. Social Security Card;

b. Learner's or temporary driver's permit;

c. Credit cards of any type;

d. Membership card in local social organizations, clubs, etc.;

e. Any temporary identity card or document;

f. Any document which has been altered or changed in any manner.

3. Witness in Lieu of Documents. If the applicant is not able to establish his identity by personal knowledge or by one of the above items, he shall be accompanied by an identifying witness who has known him for at least 2 years and who is a United States citizen or a permanent resident alien of the United States. The identifying witness shall sign an affidavit in the presence of the same person who executes the passport application. The affidavit shall show that the witness resides at a specific address; that he knows or has reason to believe that the passport appplicant is a citizen of the United States; the basis of his knowledge concerning the applicant; and that the information set forth in the affidavit is true to the best of his knowledge and belief. The witness shall be required to establish his own identity to the satisfaction of the person executing the application by one of the above means.

F. PASSPORT FEES

1. Amount of Fees

a. Execution Fee. A fee of $1 shall be paid to the person executing the application. The execution fee is not collected by Federal officials when the application is for a No-Fee type passport.

b. Passport Fee. The fee for a passport is $10. No fee is charged persons who apply for No-Fee passports and who submit appropriate No-Fee authorizations from the government or military organization sponsoring their travel.

Passport fees and No-Fee authorizations shall accompany this application. No other fee except special postage should be paid.

2. Form of Fee. The following forms of remittance are acceptable:

a. Bank draft or cashier's check;

b. Check - certified, personal, travelers;

c. Money order - United States Postal, International, currency exchange, bank.

When applying at a Passport Agency, Federal court or authorized Post Office, the $10 passport fee and the $1 execution fee should be included in one remittance made payable to the Passport Office. When applying at a State court, the $10 passport fee should be made payable to the Passport Office and the $1 execution fee paid by whatever means the State court requires. Coin or currency should not be submitted unless application is made at one of the Passport Agencies shown in Section B-1.

G. HOW TO AMEND A PASSPORT

A passport may not be amended to exclude the bearer. It may be amended at the request of the bearer to show a married name, to correct the descriptive data, or to include or exclude a wife or husband or any minor children. Form DSP-19, Application for Amendment of Passport, may be used for this purpose. This form is required and must be personally presented to and executed by an authorized person noted in Section B-1 which an individual is to be included in a passport. A wife/husband to be included must also appear in person with the passport bearer and sign the application. A person may be included in and excluded from a passport once only. Forms DSP-19 are available from the offices noted in Section B-1.

H. IMMUNIZATION INFORMATION

Under the International Health Regulations adopted by the World Health Organization, an International Certificate of Vaccination against smallpox may be required as a condition of entry to any country. An International Certificate of Vaccination against yellow fever or cholera may be required by some countries. For return to the United States, only a smallpox certificate will be required if, within the past 14 days, a traveler has visited a country reporting smallpox. Specific information on required and recommended immunizations and prophylaxis for travel to all areas of the world may be obtained from your local or State health department.

U.S. GOVERNMENT PRINTING OFFICE c70—16—83500-1

1. STATE OF RESIDENCE

	OCTOBER THRU DECEMBER			JANUARY THRU DECEMBER		
	Total Passports Issued		Percentage Change	Total Passports Issued		Percentage Change
	1975	1974	1975 over 1974	1975	1974	1975 over 1974
TOTAL	367,496	352,856	+ 4	2,334,359	2,415,003	- 3
NORTHEAST	112,016	108,886	+ 3	763,959	801,853	- 5
New York	49,566	46,206	+ 7	335,979	347,843	- 3
New Jersey	18,940	19,610	- 3	129,090	138,130	- 7
Pennsylvania	16,900	16,790	+ 1	118,650	126,040	- 6
Massachusetts	13,040	13,100	(-)	90,730	96,990	- 6
Connecticut	7,730	7,410	+ 4	54,250	55,350	- 2
New Hampshire	1,700	1,500	+ 13	9,760	10,330	- 6
Rhode Island	1,610	1,790	- 10	11,800	12,680	- 7
Maine	1,530	1,690	- 9	9,050	9,570	- 5
Vermont	1,000	790	+ 27	4,650	4,920	- 5
NORTH CENTRAL	75,150	70,920	+ 6	491,770	521,280	- 6
Illinois	19,450	16,840	+ 15	126,360	130,880	- 3
Ohio	11,680	12,080	- 3	84,230	89,530	- 6
Michigan	11,430	11,330	+ 1	81,550	85,680	- 5
Minnesota	6,290	5,530	+ 14	40,840	43,160	- 5
Wisconsin	5,600	5,830	- 4	36,700	39,800	- 8
Missouri	5,540	4,950	+ 12	32,380	33,170	- 2
Indiana	5,260	4,620	+ 14	32,780	37,100	- 12
Iowa	3,370	3,600	- 6	20,180	21,580	- 6
Kansas	3,200	3,140	+ 2	17,600	18,980	- 7
Nebraska	2,000	1,690	+ 18	10,510	12,640	- 17
North Dakota	730	680	+ 7	4,090	4,040	+ 1
South Dakota	600	630	- 5	4,550	4,720	- 4

1. STATE OF RESIDENCE (CONTINUED)

	OCTOBER THRU DECEMBER			JANUARY THRU DECEMBER		
	Total Passports Issued		Percentage Change 1975 over 1974	Total Passports Issued		Percentage Change 1975 over 1974
	1975	1974		1975	1974	
PACIFIC	72,130	68,420	+ 5	437,160	440,210	- 1
California	54,250	53,390	+ 2	340,640	351,010	- 3
Washington	8,680	6,990	+ 24	46,190	44,260	+ 4
Hawaii	4,230	3,630	+ 17	22,780	18,700	+ 22
Oregon	3,810	3,520	+ 8	23,100	22,250	+ 4
Alaska	1,160	890	+ 30	4,450	3,990	+ 12
SOUTH ATLANTIC	52,440	50,440	+ 4	317,560	327,410	- 3
Florida	15,900	15,550	+ 2	108,310	108,320	(-)
Virginia	9,630	9,750	- 1	53,660	55,290	- 3
Maryland	9,580	8,710	+ 10	56,990	58,040	- 2
Georgia	5,310	4,630	+ 15	29,630	32,340	- 8
North Carolina	4,600	4,890	- 6	28,190	30,000	- 6
South Carolina	2,840	2,340	+ 21	14,420	15,580	- 7
District of Columbia	2,190	2,330	- 6	12,470	12,760	- 2
West Virginia	1,250	1,090	+ 15	6,940	7,500	- 7
Delaware	1,140	1,150	- 1	6,950	7,580	- 8

1. STATE OF RESIDENCE (CONTINUED)

	OCTOBER THRU DECEMBER			JANUARY THRU DECEMBER		
	Total Passports Issued		Percentage Change	Total Passports Issued		Percentage Change
	1975	1974	1975 over 1974	1975	1974	1975 over 1974
SOUTH CENTRAL	38,120	36,810	+ 4	220,370	221,920	- 1
Texas	18,330	16,890	+ 9	104,670	103,590	+ 1
Louisiana	4,000	4,580	- 13	24,430	24,760	- 1
Alabama	3,440	2,870	+ 20	17,310	19,040	- 9
Tennessee	3,440	3,480	- 1	21,730	22,070	- 2
Oklahoma	3,240	3,260	- 1	19,090	19,460	- 2
Kentucky	2,700	2,560	+ 5	15,190	14,360	+ 6
Arkansas	1,710	1,430	+ 20	9,430	8,890	+ 6
Mississippi	1,260	1,740	- 28	8,520	9,750	- 13
MOUNTAIN	16,500	15,880	+ 4	97,380	96,360	+ 1
Colorado	5,020	4,810	+ 4	30,200	30,300	(-)
Arizona	3,570	3,670	- 3	21,230	22,720	- 7
Utah	2,200	2,190	(-)	13,920	12,700	+ 10
Idaho	1,530	1,090	+ 40	7,200	6,020	+ 20
Nevada	1,280	1,140	+ 12	6,810	6,330	+ 8
New Mexico	1,230	1,570	- 22	9,160	9,890	- 7
Montana	1,010	840	+ 20	5,740	5,230	+ 10
Wyoming	660	570	+ 16	3,120	3,170	- 2
OTHER 1/	1,140	1,500	- 24	6,160	5,970	+ 3

1/ Includes domestically issued passports to U.S. Citizens and Nationals residing outside the United States.

Table No. 16

The actual annual totals from 1920 and estimates through calendar year 1977 are included in the following table. Legislation effective August 26, 1968 eliminated passport renewals. Figures for 1969 through 1977 are based on passports only.

DOMESTIC PASSPORTS ISSUED AND RENEWED: CALENDAR YEARS 1920-1977

1920---160,488	1930---203,174	1940-- 26,253	1950---299,665	1960-- 853,087	1970---2,219,159
1921---137,685	1931---163,404	1941-- 49,757	1951---290,407	1961-- 857,961	1971---2,398,968
1922---137,551	1932---153,218	1942--129,985 1/	1952---395,337	1962-- 906,900	1972---2,728,021
1923---125,656	1933---106,991	1943--137,876 1/	1953---418,870	1963--1,055,504	1973---2,729,104
1924---146,378	1934---111,673	1944--141,107 1/	1954---452,049	1964--1,133,228	1974---2,415,003
1925---172,209	1935---118,101	1945--155,153 1/	1955---528,009	1965--1,330,290	1975---2,334,359
1926---176,033	1936---141,996	1946--188,935 1/	1956---559,066	1966--1,547,725	1976---2,560,000 EST.
1927---182,425	1937---168,016	1947--202,424	1957---585,994	1967--1,685,512	1977---2,800,000 EST.
1928---189,308	1938---134,737	1948--230,435	1958---676,898	1968--1,748,416	
1929---196,930	1939--- 89,850	1949--268,863	1959---732,038	1969--1,820,192	

1/ Includes passports issued to American seamen.

DOMESTIC PASSPORTS ISSUED AND RENEWED: FISCAL YEARS 1950-1977

(Fiscal years end June 30 of calendar year)

1950---306,871	1960--- 828,512	1970----2,079,863
1951---254,332	1961--- 842,243	1971----2,311,789
1952---373,729	1962--- 867,378	1972----2,605,321
1953---416,563	1963---1,018,488	1973----2,769,549
1954---434,644	1964---1,088,958	1974----2,471,461
1955---499,941	1965---1,267,750	1975----2,329,690
1956---546,470	1966---1,454,923	1976----2,488,000 EST.
1957---580,946	1967---1,624,940	1977----2,750,000 EST.
1958---652,253	1968---1,753,606	
1959---699,042	1969---1,759,286	

4. FIRST AREA DESTINATION

TEN HIGH VOLUME STATES - OCTOBER THRU DECEMBER 1975/CUMULATIVE JANUARY THRU DECEMBER 1975

TOTAL		EUROPE		FAR EAST		NORTH, CENT. & SOUTH AMERICA		MID EAST		AUSTRALIA & OCEANIA		AFRICA	
QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.
367,496	2,334,359	197,446	1,611,419	29,090	154,660	78,230	317,980	29,960	121,010	26,200	96,300	6,550	32,930
NORTHEASTERN AREA													
112,016	763,959	66,646	573,319	5,430	26,650	24,510	100,010	10,730	43,180	2,920	11,960	1,780	8,830
New York													
49,566	335,979	27,066	237,819	2,580	11,930	12,100	53,020	5,940	24,870	1,090	4,520	790	3,810
New Jersey													
18,940	129,090	11,400	99,360	1,030	4,420	4,080	15,840	1,670	5,960	550	2,160	210	1,350
Pennsylvania													
16,900	118,650	10,590	92,860	850	4,550	3,110	11,310	1,410	5,890	570	2,370	370	1,670
Massachusetts													
13,040	90,730	8,600	72,280	440	2,960	2,760	10,080	760	3,280	320	1,280	160	850
Other 1/													
13,570	89,510	8,990	71,000	530	2,790	2,460	9,760	950	3,180	390	1,630	250	1,150
NORTH CENTRAL AREA													
75,150	491,770	45,170	368,330	4,940	25,570	14,190	53,540	4,750	21,300	4,670	16,200	1,420	6,810
Illinois													
19,450	126,360	11,270	94,080	1,460	6,820	3,960	14,210	1,040	5,150	1,360	4,440	360	1,660
Michigan													
11,430	81,550	7,200	62,090	590	3,650	2,050	8,440	780	4,010	560	2,370	250	990
Ohio													
11,680	84,230	6,910	63,720	770	4,090	2,190	9,060	900	3,790	640	2,370	270	1,200
Other 2/													
32,590	199,630	19,790	148,440	2,120	11,010	5,990	21,830	2,030	8,350	2,110	7,020	540	2,960

Estimates on the number of persons who listed "World Tour" (fourth quarter - 20; cumulative - 60) are included in the U. S. geographical areas, but not listed in destination since applicants do not indicate their First Area Destination.

1/ Includes Conn., R.I., N.H., Maine and Vt.
2/ Includes Wis., Mo., Minn., Ind., Iowa, Kans., Nebr., S. Dak. and N. Dak.

4. FIRST AREA DESTINATION (CONTINUED)

TEN HIGH VOLUME STATES - OCTOBER THRU DECEMBER 1975/CUMULATIVE JANUARY THRU DECEMBER 1975

PACIFIC AREA		EUROPE		FAR EAST		NORTH, CENT. & SOUTH AMERICA		MID EAST		AUSTRALIA & OCEANIA		AFRICA	
QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.
72,130	437,160	27,000	244,360	11,180	61,090	16,000	63,620	4,130	17,400	12,540	44,290	1,990	6,390
California													
54,250	340,640	20,490	195,460	7,760	40,980	13,430	53,610	3,170	14,160	8,480	31,570	920	4,820
Other 3/													
17,880	96,520	6,510	48,900	3,420	20,110	2,570	10,010	960	3,210	4,060	12,720	360	1,570
SOUTH ATLANTIC AREA													
32,440	317,560	29,620	216,740	3,240	17,370	11,760	51,220	4,970	18,560	1,840	8,260	1,010	5,400
Florida													
15,900	108,310	7,690	67,810	870	4,430	5,300	26,050	1,380	5,820	510	2,720	150	1,470
Other 4/													
36,540	209,250	21,930	148,930	2,370	12,940	6,460	25,170	3,590	12,740	1,330	5,540	860	3,930
SOUTH CENTRAL AREA													
38,120	220,370	21,160	146,540	2,740	15,440	7,460	31,490	4,060	15,370	2,100	7,980	590	3,540
Texas													
18,330	104,670	9,980	67,430	1,460	8,260	3,760	15,760	1,760	7,370	1,130	4,220	230	1,620
Other 5/													
19,790	115,700	11,180	79,110	1,280	7,180	3,700	15,730	2,300	8,000	970	3,760	360	1,920
MOUNTAIN AREA 6/													
16,500	97,380	7,470	59,500	1,440	7,870	3,870	16,400	1,290	4,940	1,990	6,840	440	1,830
Other													
1,140	6,160	380	2,630	120	670	440	1,700	30	260	140	770	30	130

Estimates on the number of persons who listed "World Tour" (fourth quarter - 20; cumulative - 60) are included in the U. S. geographical areas, but not listed in destination since applicants do not indicate their First Area Destination.

3/ Includes Wash., Hawaii, Oreg., and Alaska.
4/ Includes Md., Ga., N. Car., Del., Va., W. Va., S. Car., and D.C.
5/ Includes La., Okla., Ala., Tenn., Ky., Miss., and Ark.
6/ Includes Colo., Ariz., Utah, N. Mex., Idaho, Mont., Nev., and Wyo.

XX. U.S. Television Programs Seen Around the World

Objectives: 1. Students will read T.V. schedules from summer Saturday shows in several countries.

2. Students will draw conclusions about the impact of U.S. television on the world.

Materials Needed: The handout with the T.V. programs.

Procedure: Divide the students into groups, give them the handout and have them answer the following questions:

1. Categorize the U.S. programs seen in the countries indicated. What trends do you notice?

2. What kind of an impression of the U.S. would people in other countries get watching these programs? (Consider such things as life style, family life, the role of men and women, values, etc.). If possible, watch some of these shows and keep a record of what they show about the U.S. How accurate would this impression be?

3. List three things about the U.S. these programs show that could be misunderstood by people in another country.

4. List three T.V. programs you would rather see exported because they give a more accurate picture of the U.S.

5. What do the T.V. programs listed show about life in a community similar to yours.

KENYA

6.15 Mke Nyumbanu
6.45 Dick van Dyke Show *
7.15 Habari
7.30 Soccer (Man. C. v Wolves)
8.30 Theatre "Anowa"
9.30 News
9.45 Movie

NEW ZEALAND (TV 2)

6.30 News
7.00 Dick van Dyke Show *
7.30 Million Dollar Man *
8.30 News
8.35 It's in the bag.
9.05 Morgan - A Suitable Case (movie)
10.45 Edwards on Saturday

JORDAN

5.30 Walt Disney*
6.30 News (Hebrew)
7.00 News (Arabic)
7.30 Dad's Army
8.00 Variety
9.00 News
9.05 Movie

USA (NBC)

7.30 Candid Camera
8.00 All in the Family
8.30 The Jeffersons
9.00 Mary Tyler Moore Show
9.30 Bob Newhart Show
10.00 Miss Universe
12.00 News

UK (BBC 1)

6.00 Taras Bulba (movie)*
8.00 Seaside Special
8.55 Starsky and Hutch *
9.50 News
10.00 Soccer (Leeds U. v West Brom)

ISRAEL

6.30 Lassie *
7.00 Grand Canyon (documentary) *
7.30 News
8.30 All in the Family *
9.00 News
10.00 Music All the Way
10.45 Country Matters

BRAZIL (Globo)

6.00 Disneyland *
7.15 Bravo (serial)
8.00 News
8.30 Escalada (serial)
9.00 Kojak *
10.00 Crooks & Coronets*
12.00 Cry Rape*

SINGAPORE (Ch. 5)

7.45 Harry Secombe Show
8.35 Streets of San Francisco*
9.30 News
9.55 Gomer Pyle*
10.25 Callan
11.20 Movie*

MALAYSIA

7.12 Hogans Heroes*
8.08 Belejar Tulisan Javi
8.49 Peristiva
9.08 The Main Chance
10.00 News
10.16 Rencana

AUSTRALIA

6.00 News
6.30 Captain and Tenille *
7.00 Sonny & Cher *
7.30 Streets of San Francisco *
8.30 The Sweeney
9.30 Pendulum (movie)*

CANADA (Tor. Ch. 6)

6.30 Follyfoot
7.00 Going Places
7.30 Global Newsweek
8.00 World of Wicks
8.30 Sammy Davis, Jr.*
9.30 E.S.P.

RHODESIA

6.15 Sound Out
6.45 Brady Bunch*
7.15 Nature in question
7.45 News
8.15 Perry Mason*
9.15 World of Henry Orient

ALGERIA (RTA)

6.55 Ivanhoe
7.20 Puppet Festival
7.30 Regional News
8.00 News
8.25 Family Affair*
9.05 Fernandel (French movie)

ARGENTINA

6.30 El Amor de una Espia (Walter Berry movie)*
8.00 Los Consagrados
9.00 Sonrisas La Pantera Rosa
9.30 Young at Heart (Sinatra movie)*
11.30 Variety
00.30 Vieya Amistad (Bette Davis movie)*

XXI. Your State and National Defense

Objectives:
1. Students will analyze Defense Contract Awards and Payrolls 1973 to 1975 in their state.
2. Students will determine whether any companies doing $100,000,000 worth of business with the Department of Defense are located in their state.
3. Students will identify bases or military installations in their state.
4. Students will draw conclusions about the impact of the military on their state.

Materials Needed: Handout on Defense Contract Awards and Payrolls and handout on the Military Industrial Complex. (Taken from U.S. Statistical Abstract.) Map of your state.

Procedure: Using the handouts answer the following questions:

1. What was the amount for Defense contracts in your state for 1973? 1974? 1975? Do these amounts represent an increase or decrease?
2. Choose two states bordering your state. What are their amounts for defense contracts in 1975? How do they compare to your state?
3. In 1975, what state had the largest amount for defense contracts?
4. In 1975, what state had the smallest amount for defense contracts? (Not including Montana's cancelled ABM site construction.)
5. What would the impact be if your state lost these defense contracts?
6. From the list of companies doing $100,000,000 worth of business with the defense department, which ones do you recognize as making familiar products? What do they make that you or your family use?
7. How many of these companies are located in your state? Indicate their location on a map. Contact these companies and ask for information about the kinds of products they supply to the military.
8. Research and mark on a map of your state the military installations in your state. Local recruiters may help you. Find out how many people live and/or work there, both military and civilian.
9. Based on your collected information, what roles does the military play in the economy of your state? How might cuts in the military budget affect your state? Your community? What affect does the military have on the social or cultural life in your state? Your community?

Possible Variation: Answer question 9 considering how the countries would be affected by American Military personnel overseas, using the information from U.S. News and World Report.

No. 527. Defense Contract Awards and Payrolls—States: 1973 to 1975

[**In millions of dollars.** For years ending June 30. Contracts refer to awards made in year specified; expenditures relating to awards may extend over several years. Payroll estimates cover active duty military and direct hire civilian personnel, including Army Corps of Engineers. Minus sign (−) results from cancelled ABM (Anti-Ballistic Missile) site construction]

STATE	CONTRACT AWARDS [1]			PAYROLL			STATE	CONTRACT AWARDS [1]			PAYROLL		
	1973	1974	1975	1973	1974	1975		1973	1974	1975	1973	1974	1975
Total	34,741	37,760	43,355	23,592	24,859	26,620	Mo	1,184	1,373	1,361	467	483	503
							Mont	18	−85	−5	74	78	81
Ala	294	336	417	476	505	530	Nebr	89	34	49	167	171	182
Alaska	127	115	132	265	281	294	Nev	15	17	45	102	108	115
Ariz	390	479	668	336	361	388	N.H	157	100	189	125	133	151
Ark	62	44	48	124	146	154	N.J	1,043	968	991	569	534	516
Calif	6,215	6,917	7,908	3,596	3,618	3,922	N. Mex	104	103	93	260	268	281
Colo	238	239	294	589	615	642	N.Y	3,476	2,785	3,744	464	472	478
Conn	1,004	2,642	2,349	74	78	91	N.C	355	350	399	822	928	1,050
Del	66	42	50	70	72	80	N. Dak	63	92	176	142	152	156
D.C	521	395	529	485	765	615	Ohio	952	994	1,014	564	593	631
Fla	782	790	1,030	914	972	1,051	Okla	147	170	215	586	615	631
Ga	438	377	630	843	856	930	Oreg	42	58	59	52	51	51
Hawaii	155	184	298	575	624	695	Pa	1,241	1,307	1,067	784	787	827
Idaho	10	6	10	62	66	69	R.I	86	98	73	203	151	136
Ill	476	456	494	588	592	640	S.C	132	132	204	609	643	714
Ind	641	748	812	246	294	293	S. Dak	−21	14	19	71	76	80
Iowa	153	158	175	23	22	24	Tenn	424	329	359	163	180	201
Kans	323	296	504	309	328	358	Tex	2,232	1,914	2,024	2,131	2,213	2,351
Ky	104	116	167	497	588	626	Utah	157	193	141	328	331	337
La	208	277	477	308	342	414	Vt	36	58	123	8	8	8
Maine	45	128	55	74	78	82	Va	783	953	1,207	1,824	1,988	2,316
Md	685	743	802	950	966	1,123	Wash	1,051	837	1,637	540	676	751
Mass	1,589	1,781	1,770	362	299	276	W. Va	87	37	74	25	26	22
Mich	494	925	766	249	266	273	Wis	299	251	237	48	48	48
Minn	377	408	437	65	62	66	Wyo	118	37	29	48	51	53
Miss	396	900	973	286	299	314	Undist. [2]	4,676	5,139	6,036	50	(NA)	(NA)

NA Not available. [1] Military awards for supplies, services, and construction. Net value of contracts of $10,000 or more for work in each State and the District of Columbia (see also "Undistributed"). Figures reflect impact of prime-contracting on State distribution of defense work. Often the State in which a prime contractor is located is not the State in which the subcontracted work is done. See also headnote, table 525.

[2] Includes contracts of less than $10,000; all contracts awarded for work in U.S. possessions, Commonwealth of Puerto Rico, Trust Territories of the Pacific, and other areas subject to complete sovereignty of U.S.; contracts in a classified location; and any intragovernmental contracts entered into overseas.

Source: U.S. Dept. of Defense, Office of the Secretary, *Prime Contract Awards by State*, annual and unpublished data.

THE MILITARY-INDUSTRIAL COMPLEX

SOURCE: Department of Defense

Companies Doing More than $100,000,000 Worth of Business with the Department of Defense during the 1974–75 fiscal year, in thousands of dollars.

Rank	Company Name	1975 Contracts	% of Total
1.	Lockheed Aircraft Corp.	$2,080,303	5.27
2.	Boeing Co.	1,560,827	3.95
3.	United Technologies Corp.	1,407,447	3.56
4.	McDonnell Douglas Corp.	1,397,939	3.54
5.	Grumman Corp.	1,343,335	3.40
6.	General Dynamics Corp.	1,288,756	3.26
7.	General Electric Co.	1,264,180	3.20
8.	Litton Industries, Inc.	1,038,050	2.63
9.	Hughes Aircraft Co.	1,026,021	2.60
10.	Rockwell Internat'l Corp.	732,306	1.85
11.	Raytheon Co.	680,566	1.72
12.	Northrop Corp.	620,324	1.57
13.	Textron Inc.	545,904	1.38
14.	American Tel. and Tel.	510,076	1.29
15.	Sperry Rand Corp.	437,103	1.11
16.	General Motors Corp.	390,385	0.99
17.	LTV Corp.	366,208	0.93
18.	I. B. M. Co.	360,086	0.91
19.	Exxon Corp.	330,329	0.84
20.	Martin Marietta Corp.	320,272	0.81
21.	Westinghouse Electric Corp.	314,515	0.80
22.	Standard Oil Co. of Calif.	301,386	0.76
23.	Honeywell Inc.	291,465	0.74
24.	TRW Inc.	286,177	0.72
25.	R. C. A. Corp.	286,107	0.72
26.	Chrysler Corp.	282,555	0.72
27.	Ford Motor Co.	259,671	0.66
28.	Tenneco Inc.	241,732	0.61
29.	Teledyne Inc.	$236,143	0.60
30.	Internat'l Tel. and Tel. Corp.	233,397	0.59
31.	Texaco Inc.	226,501	0.57
32.	Singer Co.	213,902	0.54
33.	Mobil Oil Corp.	204,030	0.52
34.	Fairchild Industries, Inc.	191,711	0.49
35.	Amerada Hess Corp.	190,541	0.48
36.	Bendix Corp.	180,529	0.46
37.	General Tire & Rubber Co.	168,963	0.43
38.	Gen. Tel. & Elec. Corp.	165,240	0.42
39.	Reynolds Industries, Inc.	153,954	0.39
40.	FMC Corp.	144,693	0.37
41.	Hercules, Inc.	144,349	0.37
42.	Texas Instruments Inc.	144,075	0.36
43.	Santa Fe Engineers Inc.	143,944	0.36
44.	Harris Corp.	141,670	0.36
45.	Sanders Associates Inc.	141,142	0.36
46.	Goodyear Tire & Rubber Co.	135,003	0.34
47.	Titan Group Inc.	126,030	0.32
48.	Control Data Corp.	115,178	0.29
49.	American Motors Corp.	114,478	0.29
50.	Standard Oil of Indiana	112,284	0.28
51.	Guam Oil & Refining Co. Inc.	109,796	0.28
52.	Norris Industries	106,866	0.27
53.	Gould, Inc.	100,552	0.25
54.	Thiokol Corp.	100,464	0.25
55.	E Systems, Inc.	100,125	0.25

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XXII. A Multinational Corporation and the World Market

Objectives: 1. Given the names of several products, students will be asked what they have in common.

2. Given the information that they are all owned by PepsiCo, which produces Pepsi, students will draw conclusions about the scope of a multinational corporation.

Materials Needed: The handout listing the various products and the handout briefly describing PepsiCo. (The list could be used as a transparency.)

Procedure: Give students the list of products and ask them to write what they all have in common. Ask a large number of students in the class what they wrote. Then give the students the handout describing PepsiCo and ask the class to discuss the following questions:

1. How great an impact does PepsiCo have on your life, your eating habits? Ask for a show of hands to see how many students drink Pepsi, Teem or Mountain Dew. How many students use Wilson sports equipment or watch NFL football, NBA basketball or major league baseball where they use Wilson equipment.

2. How will eating around the world be affected by PepsiCo?

What do the following items have in common?

PEPSI

YAGO SANT GRIA (Blend of red, white wine and citrus juices)

FRITOS

SABRITAS (Mexican Snack Food)

WILSON T3000 (Tennis Racquet)

NORTH AMERICAN VAN LINES

TEEM

RUFFLES POTATO CHIPS

UNIFORMS FOR THE MAJORITY OF THE MAJOR LEAGUE BASEBALL TEAMS

PIAT AND CARTIER (French Wines)

DORITOS TACO FLAVOR CHIPS

WILSON BASEBALL GLOVE

MIRINDA ORANGE DRINK

MODULAR BUILDING UNITS (Ones used at Alaskan Pipeline Construction Sites)

WILSON OFFICIAL NBA OR NFL GAME BALL

What all of the items listed have in common is that they are all owned and produced by PepsiCo, Inc. which owns, Pepsi, Frito-Lay, Monsieur Henri Wines, Ltd., Wilson Sporting Goods, North American Van Lines and PepsiCo Building Systems. PepsiCo also has distribution rights to Stolichnaya, the only Russian-made vodka sold in America.

PepsiCo's beverage products are available to some 3 billion people and in 134 countries and territories outside the U.S.; it's sporting goods are sold in 129 countries; and it's transportation services extend virtually around the world; Sabritas is the leading snack line in Mexico and PepsiCo Foods International is rapidly developing food operations in Spain, Venezuela and Brazil. Sales of Pepsi-Cola and companion products outside the U. S. grew from 1965 to 1975 by 293%. Combined sales of PepsiCo's domestic and foreign food operations have increased nearly four times from $242.8 million in 1966 to $806.7 million in 1975.

PepsiCo's sales and revenues have grown from just under $600 million in 1965 to well over $2 billion today. PepsiCo has 42,000 shareholders in the U.S. and 85 other countries.

XXIII. Foreign Born in Your State

Objectives:
1. Students will answer factual questions about immigration based on the charts provided.
2. Students will analyze the data provided by the charts and draw conclusions about the historical significance of the immigration statistics.
3. Students will compare foreign stock statistics by states for 1960 and 1970, and draw conclusions.
4. Students will research the affects of immigration on their own community and state.

Materials Needed: Statistics available from the U.S. Statistical Abstract. (Found in most libraries.) Detailed abstracts for each state are published by the Census Bureau and may be available in libraries.

Procedure: Give the students charts number 165 and 40 and ask students, either individually or in groups to answer the following questions:

1. Between 1820 and 1975, the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this area's total?
2. Between 1971-75 the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this areas total?
3. Compare your answers to questions 1 and 2. What changes have taken place in U.S. immigration? What do you think might be the reasons for the change?
4. Comparing Asian immigration with immigration from other areas of the world, what is the difference between the percentage for 1971-75 and the percentage for 1820-1975. What historically might explain this increase?
5. Between 1920 and 1960 is the percentage of native born Americans increasing or decreasing?
6. In 1970 are the greatest number of foreign born living in urban or rural settings? What might explain this?
7. Are the numbers of people in other races between 1920 and 1970 increasing or decreasing?

8. In what years do the number of foreign born females out number foreign born males?

Using charts 43 and 44, have students individually or in groups answer the following questions:

1. What percentage of your state's population was foreign stock in 1960?

2. What percentage of your state was foreign stock in 1970?

3. Over the 10 year period has there been an increase or a decrease in foreign stock in your state?

4. Of the immigrants in your state the largest percentage have come from what country?

5. What countries provided the largest percentage of immigrants to other states in your geographic location? Is it the same or different from your state?

6. Of the foreign stock in your state in 1970, are the greatest number foreign born or native born of foreign or mixed parentage?

7. Compare your geographic area to other parts of the country. How do the leading countries of origin compare. What might explain the differences and similarities?

8. List the 3 leading countries of origin in your state for 1970. For these countries (based on all people from these countries in 1970) what percent were high school graduates? What was the median income for 1970?

9. List historical evidence of the nationalities who immigrated to your community or area. (Consider street and place names, local festivals or customs, family names in your class or telephone book, famous local people, etc.)

10. Research the history of your community or state to find out more about the immigrants who settled. Why did they settle in your area or state and what contributions were made by immigrants?

11. If there are foreign born in your community, who might speak to the class, invite them to share their experiences as an immigrant with your class.

Possible Variation: Obtain more specific information about your state from the book of Census information published for your state. Develop more specific questions from this information. (Ethnic Characteristics for Louisiana is included as an example.)

No. 40. Population, by Race, Nativity, and Sex, 1920 to 1970, and Urban and Rural, 1970

In thousands, except percent. Prior to 1960, excludes Alaska and Hawaii. In some instances, breakdown does not add to total because data are derived from different tabulations. Parentage data, all data for 1960 and 1970, and all other data, as noted, based on sample. See *Historical Statistics, Colonial Times to 1970*, series A 105–118 for foreign born and A 135–142 for native born]

Race, nativity, and sex	1920	1930	1940	1950	1960	1970		
						Total	Urban	Rural
Total	**105,711**	**122,775**	**131,669**	**150,697**	**179,326**	**203,210**	**149,332**	**53,878**
Native	91,790	108,571	120,074	[1] 139,869	169,588	193,591	140,612	52,979
Percent of total	86.8	88.4	91.2	92.8	94.6	95.3	94.2	98.3
Foreign born	13,921	14,204	11,595	[1] 10,347	9,738	9,619	8,720	899
Percent of total	13.2	11.6	8.8	6.9	5.4	4.7	5.8	1.7
White	94,821	110,287	118,215	134,942	158,838	178,119	129,077	49,042
Native	81,108	96,303	106,796	124,781	149,544	169,385	121,187	48,198
Native parentage	58,422	70,401	84,125	100,805	125,759	146,231	101,687	44,545
Foreign parentage	15,695	17,408	15,184	14,816	} 23,784	23,154	19,500	3,654
Mixed parentage	6,992	8,495	7,974	8,763				
Foreign born	13,713	13,983	11,419	10,161	9,294	8,734	7,890	844
Other races [2]	[1] 10,890	[1] 12,488	13,455	15,755	20,488	25,091	20,255	4,836
Male	**53,900**	**62,137**	**66,062**	**74,833**	**88,303**	**98,882**	**71,939**	**26,942**
Native	(NA)	(NA)	59,940	[1] 68,942	83,543	94,478	(NA)	(NA)
Foreign born	(NA)	(NA)	6,122	[1] 5,258	4,760	4,404	(NA)	(NA)
White	48,431	55,923	59,449	67,129	78,348	86,893	62,352	24,541
Native	40,902	48,420	53,438	61,953	73,840	82,910	58,769	24,141
Foreign born	7,528	7,502	6,011	5,176	4,508	3,983	3,583	399
Other races [2]	[1] 5,470	[1] 6,215	6,613	7,704	9,956	11,989	9,587	2,401
Female	**51,810**	**60,638**	**65,608**	**75,864**	**91,022**	**104,328**	**77,393**	**26,936**
Native	(NA)	(NA)	60,134	[1] 70,927	86,045	99,113	(NA)	(NA)
Foreign born	(NA)	(NA)	5,473	[1] 5,089	4,978	5,216	(NA)	(NA)
White	46,390	54,364	58,766	67,813	80,490	91,226	66,725	24,501
Native	40,206	47,883	53,358	62,828	75,703	86,475	62,419	24,057
Foreign born	6,184	6,481	5,408	4,985	4,786	4,751	4,307	444
Other races [2]	[1] 5,420	[1] 6,274	6,841	8,052	10,533	13,102	10,668	2,435

NA Not available. [1] Based on sample. [2] Negroes, Aleuts, Chinese, Eskimos, Filipinos, Hawaiians, Indians, Indonesians, Japanese, Koreans, Polynesians, and other races.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1950*, vol. II, *1960*, vol. II, part 1, and vol. IV, part 3; *1960*, vol. I and vol. II, part 1A; and *1970*, vol. I, part 1C.

No. 165. Immigrants, by Country of Last Permanent Residence: 1820 to 1975

[In thousands, except percent. For years ending June 30. For definition of immigrants, see text, pp. 99–100. Data prior to 1906 refer to country from which aliens came. Because of boundary changes and changes in list of countries separately reported, date for certain countries not comparable throughout. See also *Historical Statistics, Colonial Times to 1970*, series C 89–119]

COUNTRY	1820–1975, total	1951–1960, total	1961–1970, total	1971	1972	1973	1974	1975	PERCENT		
									1820–1975	1961–1970	1971–1975
All countries	**47,099**	**2,515.5**	**3,321.7**	**370.5**	**384.7**	**400.1**	**394.9**	**386.2**	**100.0**	**100.0**	**100.0**
Europe	**35,961**	**1,325.6**	**1,123.4**	**91.5**	**86.3**	**91.2**	**80.4**	**72.8**	**76.4**	**33.8**	**21.8**
Austria [1]	4,312	67.1	20.6	1.9	2.3	1.6	.7	.5	9.2	0.6	0.4
Hungary		36.6	5.4	.5	.5	1.0	.9	.6		0.2	0.2
Belgium	201	18.6	9.2	.6	.5	.4	.4	.4	0.4	0.3	0.1
Czechoslovakia	136	.9	3.3	.7	1.2	.9	.4	.3	0.3	0.1	0.2
Denmark	363	11.0	9.2	.5	.5	.4	.5	.3	0.8	0.3	0.1
Finland	33	4.9	4.2	.3	.3	.3	.2	.2	0.1	0.1	0.1
France	742	51.1	45.2	2.8	2.9	2.6	2.2	1.8	1.6	1.4	0.6
Germany [1]	6,954	477.8	190.8	8.6	7.8	7.6	7.2	5.9	14.8	5.7	1.9
Great Britain [3]	4,852	195.5	210.0	12.3	11.5	11.9	11.7	12.2	10.3	6.3	3.1
Greece	629	47.6	86.0	15.0	10.5	10.3	10.6	9.8	1.3	2.6	2.9
Ireland [3]	4,720	57.3	37.5	1.2	1.4	1.6	1.3	1.1	10.0	1.1	0.3
Italy	5,270	185.5	214.1	22.8	22.4	22.3	15.0	11.0	11.2	6.4	4.8
Netherlands	356	52.3	30.6	1.1	1.0	1.0	1.0	.8	0.8	0.9	0.2
Norway	855	22.9	15.5	.4	.4	.4	.4	.4	1.8	0.5	0.1
Poland [1]	503	10.0	53.5	1.9	3.8	4.1	3.5	3.5	1.1	1.6	0.9
Portugal	411	19.6	76.1	10.5	9.5	10.0	10.7	11.3	0.9	2.3	2.7
Spain	246	7.9	44.7	3.7	4.3	5.5	4.7	2.6	0.5	1.3	1.1
Sweden	1,270	21.7	17.1	.6	.7	.6	.6	.5	2.7	0.5	0.2
Switzerland	346	17.7	18.5	1.1	1.0	.7	.7	.7	0.7	0.6	0.2
U.S.S.R. [1] [4]	3,354	.6	2.3	.3	.4	.9	.9	4.7	7.1	0.1	0.4
Yugoslavia	106	8.2	20.4	3.3	2.8	3.2	5.0	2.9	0.2	0.6	1.0
Other Europe	300	10.8	9.2	1.2	.9	1.9	1.9	1.4	0.6	0.3	0.4
Asia	**2,275**	**153.3**	**427.8**	**98.1**	**116.0**	**120.0**	**127.0**	**129.2**	**4.8**	**12.9**	**30.5**
China [5]	488	9.7	34.8	7.6	8.5	9.2	10.0	9.2	1.0	1.0	2.3
Hong Kong	[6] 143	15.5	75.0	8.0	10.9	10.3	10.7	12.5	0.3	2.3	2.7
India	107	2.0	27.2	13.1	15.6	12.0	11.7	14.3	0.2	0.8	3.4
Iran	[6] 26	3.4	10.3	2.3	2.9	2.9	2.5	2.2	0.1	0.3	0.7
Israel	[6] 70	25.5	29.6	2.3	3.0	2.9	2.9	3.5	0.1	0.9	0.8
Japan	391	46.3	40.0	4.6	5.0	6.1	5.4	4.8	0.8	1.2	1.3
Jordan [7]	[6] 29	5.8	11.7	2.3	2.4	2.1	2.5	2.3	0.1	0.3	0.6
Korea	[6] 150	6.2	34.5	13.7	18.1	22.3	27.5	28.1	0.3	1.0	5.7
Lebanon	[6] 35	4.5	15.2	2.8	3.0	2.6	3.0	4.0	0.1	0.5	0.8
Philippines	[6] 268	19.3	98.4	27.7	28.7	30.2	32.5	31.3	0.6	3.0	7.8
Turkey	382	3.5	10.1	1.1	1.5	1.4	1.4	1.1	0.8	0.3	0.3
Other Asia	184	11.7	40.9	12.7	16.3	18.0	16.9	15.8	0.4	1.2	4.1
America	**8,348**	**996.9**	**1,716.4**	**171.7**	**173.2**	**179.6**	**178.8**	**174.7**	**17.7**	**51.7**	**45.3**
Argentina	[6] 83	19.5	49.7	2.5	2.5	2.9	2.9	2.8	0.2	1.5	0.7
Brazil	[6] 52	13.8	29.3	2.2	1.8	1.8	1.6	1.4	0.1	0.9	0.4
Canada	4,048	378.0	413.3	22.7	18.6	14.8	12.3	11.2	8.6	12.4	4.1
Colombia	[6] 119	18.0	72.0	6.5	5.2	5.3	5.9	6.4	0.3	2.2	1.5
Cuba	[10] 395	78.9	208.5	21.7	19.9	22.5	17.4	25.6	0.8	6.3	5.5
Dominican Rep	[6] 170	9.9	93.3	12.6	10.8	14.0	15.7	14.1	0.4	2.8	3.5
Ecuador	[6] 70	9.8	36.8	5.0	4.4	4.2	4.8	4.7	0.1	1.1	1.2
El Salvador	[6] 31	5.9	15.0	1.8	2.0	2.0	2.3	2.4	0.1	0.4	0.5
Guatemala	[6] 30	4.7	15.9	2.2	1.7	1.8	1.6	1.9	0.1	0.5	0.5
Haiti	[10] 65	4.4	34.5	7.0	5.5	4.6	3.8	5.0	0.1	1.0	1.3
Honduras	[6] 28	6.0	15.7	1.2	1.0	1.4	1.4	1.4	0.1	0.5	0.3
Mexico	1,912	299.8	453.9	50.3	64.2	70.4	71.9	62.6	4.1	13.7	16.5
Panama	[6] 39	11.7	19.4	1.5	1.6	1.7	1.7	1.7	0.1	0.6	0.4
Peru	[6] 35	7.4	19.1	1.2	1.5	1.8	2.0	2.3	0.1	0.6	0.5
West Indies	637	29.8	133.9	25.1	24.2	21.6	24.4	22.3	1.4	4.0	6.1
Other America	633	99.2	106.2	8.1	8.3	8.7	9.3	9.0	1.3	3.2	2.2
Africa	**104**	**14.1**	**29.0**	**5.8**	**5.5**	**5.5**	**5.2**	**5.9**	**0.2**	**0.9**	**1.4**
Australia and New Zealand	**111**	**11.5**	**19.6**	**2.4**	**2.6**	**2.5**	**2.0**	**1.8**	**0.2**	**0.6**	**0.6**
All other countries	300	14.0	5.7	1.0	1.2	1.3	1.4	1.8	0.6	0.2	0.3

[1] 1938–1945, Austria included with Germany; 1899–1919, Poland included with Austria-Hungary, Germany, and U.S.S.R. [3] Beginning 1952, includes data for United Kingdom not specified, formerly included with "Other Europe." [3] Comprises Eire and Northern Ireland. [4] Europe and Asia. [5] Beginning 1957, includes Taiwan. [6] Prior to 1951, included with "Other Asia." [7] Includes Arab Palestine. [8] Prior to 1951, Philippines included with "All other countries." [9] Prior to 1951, included with "Other America." [10] Prior to 1951, included with "West Indies."

Source: U.S. Immigration and Naturalization Service, Annual Report

No. 43. Foreign Stock, by Country of Origin: 1960 and 1970

[In thousands, except percent. 1960 based on 25-percent sample; 1970 on 15-percent sample. See source for sampling variability. See also *Historical Statistics, Colonial Times to 1970*, series C 195-295]

Country of origin	1960		1970						
	Total	Percent	Total	Percent	Foreign born	Native of foreign or mixed parentage	Percent high school graduates [1]	Number of families	Median family income [2]
All countries	**34,050**	**100.0**	**33,575**	**100.0**	**9,619**	**23,956**	**48.1**	**11,706**	**$10,719**
United Kingdom	2,885	8.5	2,465	7.3	686	1,779	60.0	810	11,120
Ireland (Eire)	1,773	5.2	1,450	4.3	251	1,199	54.6	506	11,509
Norway	775	2.3	615	1.8	97	517	48.7	238	9,615
Sweden	1,047	3.1	806	2.4	127	679	52.4	326	10,638
Denmark	399	1.2	326	1.0	61	264	52.8	129	9,711
Netherlands	399	1.2	384	1.1	111	273	48.1	141	10,730
Switzerland	263	0.8	219	0.7	50	169	(NA)	(NA)	(NA)
France	352	1.0	343	1.0	105	238	55.6	95	10,389
Germany [3]	4,321	12.7	3,622	10.8	833	2,789	42.3	1,221	9,505
Poland	2,780	8.2	2,374	7.1	548	1,826	41.4	961	11,767
Czechoslovakia	918	2.7	760	2.3	161	599	42.6	300	10,676
Austria	1,099	3.2	975	2.9	214	761	49.0	389	11,733
Hungary	702	2.1	604	1.8	183	420	48.3	236	11,845
Yugoslavia	449	1.3	447	1.3	154	294	44.6	170	11,388
U.S.S.R.	2,290	6.7	1,943	5.8	463	1,480	60.0	817	13,165
Lithuania	403	1.2	331	1.0	76	255	52.0	133	12,317
Greece	379	1.1	435	1.3	177	257	53.6	154	11,132
Italy	4,544	13.3	4,241	12.6	1,009	3,232	40.1	1,740	11,115
Other Europe	1,173	3.4	1,214	3.6	405	809	(NA)	(NA)	(NA)
Asia [4]	1,142	3.4	1,745	5.2	825	920	(NA)	(NA)	(NA)
Western Asia [5]	335	1.0	399	1.2	174	225	(NA)	(NA)	(NA)
China (incl. Taiwan)	208	0.6	339	1.0	172	167	57.5	84	10,683
Japan	322	0.9	394	1.2	120	274	68.1	106	12,772
Other Asia	276	0.8	613	1.8	358	255	(NA)	(NA)	(NA)
Canada	3,181	9.3	3,035	9.0	812	2,222	54.6	950	10,704
Mexico	1,736	5.1	2,339	7.0	760	1,579	24.1	637	7,263
Cuba	124	0.4	561	1.7	439	122	44.6	143	8,728
Other America	456	1.3	963	2.9	605	358	(NA)	(NA)	(NA)
Other and not reported	462	1.4	1,380	4.1	466	914	(NA)	(NA)	(NA)

NA Not available. [1] Persons 25 years old and over. [2] Income received during 1969.
[3] German Democratic Republic and Federal Republic of Germany. [4] For 1960, United Arab Republic included in Asia; for 1970, in "Other." [5] Includes Turkey in Europe.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1960*, vol. I, and *1970*, vol. 1, and vol. II, PO(2)-1A.

No. 44. Nativity and Parentage of the Foreign Stock—States: 1960 and 1970

[In thousands, except percent. 1960 data based on 25-percent sample; 1970 on 15-percent sample. See source for sampling variability]

State	1960		Foreign stock, 1970				
	Foreign stock	Percent of U.S. division or State	Total	Percent of U.S. division or State	Foreign born	Native of foreign or mixed parentage	Leading countries of origin and percent of division or State population (U.K. = United Kingdom)
U.S.	34,050	19.0	33,575	16.5	9,619	23,956	**Italy, 2.1; Germany, 1.8; Canada, 1.5.**
N.E.	3,870	36.8	3,617	30.5	929	2,688	**Canada, 7.9; Italy, 5.2; U.K., 2.5.**
Maine	226	23.3	193	19.4	43	150	Canada, 13.8; U.K., 1.2; Ireland, 0.7.
N.H.	177	29.2	171	23.2	37	134	Canada, 13.1; U.K., 1.6; Ireland, 1.1.
Vt.	86	22.1	81	18.2	18	63	Canada, 10.4; U.K., 1.6; Italy, 1.1.
Mass.	2,058	40.0	1,892	33.3	495	1,397	Canada, 8.2; Italy, 5.2; Ireland, 3.8.
R.I.	340	39.6	311	32.8	74	237	Italy, 7.7; Canada, 7.0; U.K., 3.6.
Conn.	982	38.7	970	32.0	262	708	Italy, 7.5; Canada, 4.2; Poland, 3.4.
M.A.	11,098	32.5	10,284	27.6	3,190	7,094	**Italy, 6.2; Poland, 2.7; Germany, 2.5.**
N.Y.	6,487	38.7	5,995	32.9	2,110	3,885	Italy, 7.3; U.S.S.R., 3.1; Poland, 3.1.
N.J.	2,109	34.8	2,156	30.1	635	1,521	Italy, 7.2; Germany, 3.1; Poland, 3.0.
Pa.	2,502	22.1	2,133	18.1	446	1,687	Italy, 3.8; Poland, 2.1; Germany, 1.7.
E.N.C.	7,129	19.7	6,297	15.6	1,584	4,713	**Germany, 2.4; Poland, 1.8; Italy, 1.4.**
Ohio	1,491	15.4	1,311	12.3	316	995	Germany, 1.8; Italy, 1.6; Poland, 1.1.
Ind.	377	8.1	351	6.8	83	268	Germany, 1.2; Poland, 0.7; U.K., 0.6.
Ill.	2,449	24.3	2,202	19.8	629	1,573	Germany, 2.8; Poland, 2.7; Italy, 2.1.
Mich.	1,899	24.3	1,684	19.0	424	1,260	Canada, 4.0; Poland, 2.4; Germany, 2.1.
Wis.	914	23.1	748	16.9	131	617	Germany, 5.3; Poland, 1.6; Norway, 1.2.
W.N.C.	2,425	15.8	1,951	12.0	290	1,661	**Germany, 2.9; Norway, 1.2; Sweden, 1.1.**
Minn.	875	25.6	707	18.6	98	609	Germany, 3.6; Sweden, 3.0; Norway, 3.0.
Iowa	368	14.1	297	10.5	40	257	Germany, 3.6; Sweden, 0.7; Norway, 0.7.
Mo.	367	8.5	312	6.7	66	246	Germany, 1.7; Italy, 0.6; U.K., 0.5.
N.Dak.	190	30.1	146	23.6	18	128	Norway, 6.3; U.S.S.R., 5.4; Germany, 3.4.
S.Dak.	142	20.9	109	16.4	11	98	Germany, 4.0; Norway, 2.8; U.S.S.R., 2.1.
Nebr.	258	18.3	205	13.8	29	176	Germany, 4.2; Czech., 1.3; Sweden, 1.2.
Kans.	206	9.5	175	7.8	28	147	Germany, 1.9; U.S.S.R., 0.8; U.K., 0.7.
S.A.	1,714	6.6	2,409	7.9	879	1,530	**Germany, 0.9; Cuba 0.9; U.K., 0.8.**
Del.	59	13.2	65	11.9	16	49	Italy, 2.2; U.K., 1.5; Poland, 1.3.
Md.	372	12.0	454	11.6	124	330	Germany, 1.5; Italy, 1.3; U.S.S.R., 1.2.
D.st. of Col.	97	12.7	73	9.7	34	39	Germany, 0.7; U.K., 0.7; U.S.S.R., 0.7.
Va.	178	4.5	252	5.4	72	180	Germany, 0.7; U.K., 0.7; Canada, 0.5.
W. Va.	91	4.9	74	4.2	17	57	Italy, 1.0; U.K., 0.5; Germany, 0.4.
N.C.	68	1.5	95	1.9	29	66	Germany, 0.3; U.K., 0.3; Canada, 0.2.
S.C.	38	1.6	49	1.9	14	35	Germany, 0.4; U.K., 0.3; Canada, 0.2.
Ga.	78	2.0	112	2.4	33	79	Germany, 0.5; U.K., 0.3; Canada, 0.2.
Fla.	733	14.8	1,236	18.2	540	696	Cuba, 3.7; Germany, 1.8; U.K., 1.7.
E.S.C.	218	1.8	236	1.8	60	178	**Germany, 0.4; U.K., 0.2; Italy, 0.2.**
Ky.	75	2.5	73	2.3	17	56	Germany, 0.7; U.K., 0.2; Canada, 0.1.
Tenn.	59	1.7	68	1.7	19	49	Germany, 0.3; U.K., 0.2; Canada, 0.2.
Ala.	55	1.7	64	1.9	16	48	Germany, 0.4; U.K., 0.3; Italy, 0.2.
Miss.	29	1.3	31	1.4	8	23	Germany, 0.2; Italy, 0.2; U.K., 0.2.
W.S.C.	1,329	7.8	1,469	7.6	378	1,091	**Mexico, 3.7; Germany, 0.8; U.K., 0.4.**
Ark.	34	1.9	37	1.9	8	29	Germany, 0.5; U.K., 0.2; Canada, 0.2.
La.	124	3.8	140	3.8	40	100	Italy, 0.8; Germany, 0.4; U.K., 0.3.
Okla.	89	3.8	93	3.6	20	73	Germany, 0.8; U.K., 0.4; Canada, 0.3.
Tex.	1,082	11.3	1,199	10.7	310	889	Mexico, 6.4; Germany, 0.9; U.K., 0.4.
Mt.	1,046	15.3	1,098	13.3	246	852	**Mexico, 2.4; Germany, 1.6; U.K., 1.4.**
Mont.	150	22.2	122	17.6	20	102	Canada, 3.0; Germany, 2.2; Norway, 2.1.
Idaho	83	12.4	74	10.4	13	61	Canada, 1.5; U.K., 1.5; Germany, 1.4.
Wyo.	48	14.5	38	11.4	7	31	Germany, 1.7; U.K., 1.6; Canada, 0.9.
Colo.	261	14.9	280	12.7	60	220	Germany, 2.0; U.S.S.R., 1.2; U.K., 1.2.
N. Mex.	79	8.3	89	8.8	23	66	Mexico, 3.7; Germany, 0.7; U.K., 0.6.
Ariz.	236	18.1	297	16.8	77	220	Mexico, 6.4; Canada, 1.5; Germany, 1.4.
Utah	139	15.6	132	12.5	30	102	U.K., 2.7; Germany, 1.3; Canada, 1.1.
Nev.	50	17.5	68	13.9	18	50	Italy, 1.6; Canada, 1.6; Germany, 1.4.
Pac.	5,222	24.6	6,214	23.4	2,064	4,150	**Mexico, 4.3; Canada, 2.4; Germany, 1.8.**
Wash.	654	22.9	638	18.7	156	482	Canada, 4.0; Germany, 2.1; U.K., 1.8.
Oreg.	301	17.0	295	14.1	66	229	Canada, 2.5; Germany, 1.9; U.K., 1.4.
Calif.	3,994	25.4	4,992	25.0	1,758	3,234	Mexico, 5.6; Canada, 2.2; U.K., 1.9.
Alaska	31	13.7	33	11.0	8	25	Canada, 2.2; Germany, 1.2; U.K., 1.0.
Hawaii	243	38.4	257	33.4	76	181	Japan, 13.7; China, 2.7; Canada, 0.8.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1960*, vol. I, and *1970*, vol. I.

ETHNIC ORGANIZATIONS ACTIVE IN INDIANAPOLIS

COUNTRY OF ORIGIN	NAME OF ORGANIZATION
Arab Nations	Central Indiana Chapter, National Association of Arab Americans
Hungary	Hungarian Club
Italy	Sons of Italy
Korea	Korean Society
Estonia	Estonian Society
China	U.S. -- China Peoples' Friendship Association
Germany	Committee for Promotion of German Culture
Latvia	Latvian Community Center
China	Indianapolis Association of Chinese-Americans
Pakistan	Pakistan Friendship Association
Vietnam	Vietnamese & Friends Association
Philippines	Barangay Club and Philippines American National Association
The Netherlands	Nederlands Club
Cuba	Cuban Association
Israel	Jewish Community Relations Council
Africa	Mid-west Council on African Affairs
India	India Association
England	Britannica Club
Greece	AHEPA and Daughters of Penelope

INTERNATIONALLY RELATED CLUBS -- INDIANAPOLIS

Ambassadair, Inc. (Travel)
Athenaeume Tuiners (German)
German Park (German)
Global Sportsman's (Travel)
Indianapolis Liederkranz (German)
Indianapolis Saenger -- Cher (German)
Kiwanis Club (Service)
Sertoma (Service)
United States Auto Club
Boy Scouts of America
Girl Scouts
Amateur Athletic Union
Optimists International (Service)

CHURCHES

Christ the Savior Orthodox Church (Greek)
Holy Trinity Greek Orthodox Church
St. Constantine & Elena Romanian Orthodox Church
St. George Syrian Orthodox Church
St. Nicholas Serbian Orthodox Church

CHURCHES (Con't.)

St. Stephen's Bulgarian Eastern Orthodox Church
Muhammad's Temple -- Islamic

Information about these organizations, clubs and churches may be obtained by writing or calling:

International Center of Indianapolis, Inc.
1050 West Forty Second Street
Indianapolis, Indiana 46208
(317) 923-1468

Table 71. Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970

[Data based on sample, see text. For meaning of symbols, see text]

The State	Metropolitan					Nonmetropolitan			
	Total	Central cities	Other urban	Rural nonfarm	Rural farm	Total	Urban	Rural nonfarm	Rural farm
[illegible]IVITY AND PARENTAGE									
Total population	**1 995 353**	**1 14[illegible] 898**	**606 666**	**236 079**	**9 707**	**1 645 090**	**658 289**	**881 189**	**105 613**
Native	1 962 707	1 120 168	597 841	235 001	9 697	1 638 193	654 270	878 518	105 405
Native parentage	1 886 138	1 074 582	571 062	230 892	9 602	1 614 541	642 156	868 369	104 016
Foreign or mixed parentage	76 569	45 586	26 779	4 109	95	23 652	12 114	10 149	1 389
Foreign born	32 645	22 730	8 827	1 078	10	6 897	4 019	2 671	207
COUNTRY OF ORIGIN									
Total foreign born	**32 645**	**22 730**	**8 827**	**1 078**	**10**	**6 897**	**4 019**	**2 671**	**207**
United Kingdom	1 836	921	714	161	-	475	209	245	21
Ireland	422	265	143	14	-	170	135	35	-
Norway	325	173	152	-	-	42	26	16	-
Sweden	131	70	54	7	-	49	31	6	12
Denmark	120	74	46	-	-	-	-	-	-
Netherlands	310	174	129	7	-	79	32	47	-
Switzerland	129	86	36	7	-	19	19	-	-
France	792	483	274	35	-	210	134	63	13
Germany[1]	2 086	1 093	807	186	-	1 034	561	444	29
Poland	588	473	108	7	-	123	87	36	-
Czechoslovakia	126	92	27	7	-	38	27	11	-
Austria	225	181	44	-	-	111	71	40	-
Hungary	207	111	52	44	-	120	24	96	-
Yugoslavia	301	262	34	5	-	110	63	42	5
U S S R	482	414	68	-	-	43	22	21	-
Lithuania	43	31	12	-	-	13	13	-	-
Greece	481	385	75	21	-	28	22	6	-
Italy	2 537	1 687	760	90	-	736	380	305	51
Other Europe	767	529	205	33	-	278	158	106	14
Asia	2 255	1 558	596	101	-	720	440	265	15
Western Asia[2]	464	355	103	6	-	136	115	13	8
China[3]	475	366	61	48	-	84	54	30	-
Japan	286	168	101	17	-	205	94	104	7
Other Asia	1 030	669	331	30	-	295	177	118	-
Canada	1 169	604	467	98	-	273	138	135	-
Mexico	1 064	704	324	26	10	287	152	128	7
Cuba	4 805	3 761	984	60	-	449	267	182	-
Other America	9 526	7 114	2 332	80	-	666	423	230	13
All other	473	355	114	4	-	104	56	48	-
Not reported	1 445	1 130	230	85	-	720	529	164	27
Total foreign or mixed parentage	**76 569**	**45 586**	**26 779**	**4 109**	**95**	**23 652**	**12 114**	**10 149**	**1 389**
United Kingdom	5 320	2 850	1 975	495	-	1 621	796	720	105
Ireland	2 050	1 410	527	113	-	598	370	203	25
Norway	800	378	402	20	-	164	60	86	18
Sweden	883	545	248	90	-	221	164	57	-
Denmark	482	211	241	30	-	127	70	57	-
Netherlands	516	336	169	11	-	100	50	50	-
Switzerland	353	184	128	41	-	107	78	22	7
France	3 596	2 362	1 054	176	4	822	481	283	58
Germany[1]	7 857	4 772	2 458	611	16	3 260	1 660	1 399	201
Poland	1 694	1 216	444	34	-	366	267	84	15
Czechoslovakia	594	379	159	56	-	219	118	92	9
Austria	1 225	766	405	45	9	190	124	66	-
Hungary	584	299	256	29	-	356	104	189	63
Yugoslavia	690	422	240	28	-	311	158	115	38
U S S R	2 272	1 649	529	94	-	276	161	115	-
Lithuania	255	177	78	-	-	47	24	23	-
Greece	943	642	269	32	-	108	85	23	-
Italy	20 254	12 040	7 543	622	49	5 504	2 698	2 421	385
Other Europe	2 435	1 391	773	271	-	669	266	355	48
Asia	3 663	2 198	1 249	216	-	1 654	1 024	567	63
Western Asia[2]	1 399	1 079	255	65	-	759	508	196	55
China[3]	406	197	187	22	-	152	84	68	-
Japan	430	196	218	16	-	387	202	177	8
Other Asia	1 428	726	589	113	-	356	230	126	-
Canada	3 350	1 913	1 197	233	7	1 298	813	485	-
Mexico	2 272	1 353	815	104	-	1 242	646	559	37
Cuba	1 251	717	518	16	-	206	95	102	9
Other America	7 475	4 083	3 048	294	-	618	335	256	27
All other	585	322	227	36	-	291	94	182	15
Not reported	5 220	2 971	1 827	412	10	3 277	1 373	1 638	266
Persons of Spanish language[4]	55 394	32 946	18 882	3 501	65	14 284	7 057	6 896	331
Other persons of Spanish surname[4]	-	-	-	-	-	-	-	-	-
Persons of Spanish origin or descent[4]	47 767	27 489	17 168	2 853	257	22 756	7 590	14 200	966
Persons of Puerto Rican birth or parentage	1 758	1 124	584	50	-	920	735	168	17
MOTHER TONGUE									
Total native	**1 962 707**	**1 120 168**	**597 841**	**235 001**	**9 697**	**1 638 193**	**654 270**	**878 518**	**105 405**
English	1 572 743	904 705	478 618	182 568	6 852	1 169 647	465 665	635 246	68 736
French	206 916	103 661	64 500	36 493	2 262	362 883	140 532	191 104	31 247
German	12 061	6 933	4 078	1 035	15	3 896	2 118	1 540	238
Polish	1 139	628	456	55	-	527	387	132	8
Russian	302	183	94	25	-	105	63	42	-
Yiddish	1 718	1 319	367	32	-	167	136	31	-
Italian	21 002	11 664	8 679	597	62	6 484	3 122	2 932	430
Spanish	19 420	10 656	7 040	1 698	26	6 606	3 619	2 864	123
All other	11 108	6 650	3 673	768	17	5 906	2 530	3 001	375
Not reported	116 298	73 769	30 336	11 730	463	81 972	36 098	41 626	4 248
Total foreign born	**32 645**	**22 730**	**8 827**	**1 078**	**10**	**6 897**	**4 019**	**2 671**	**207**
English	4 043	2 293	1 496	254	-	1 130	615	488	27
French	1 529	990	457	82	-	934	617	277	40
German	2 615	1 522	870	223	-	1 107	622	456	29
Polish	366	285	81	-	-	103	83	20	-
Russian	154	109	45	-	-	6	6	-	-
Yiddish	474	418	56	-	-	19	19	-	-
Italian	2 653	1 784	781	88	-	694	361	281	52
Spanish	15 314	11 638	3 482	184	10	1 299	747	545	7
All other	5 174	3 402	1 529	243	-	1 524	893	591	40
Not reported	323	289	30	4	-	81	56	13	12

[1]Includes West Germany and East Germany. [2]Includes Turkey in Europe. [3]Includes Taiwan and Mainland China. [4]See text for definition.

XXIV. You and the World: What Links Are Important to You?

Objectives:
1. Students will list at least ten ways their lives are linked to the world.
2. Students will categorize the things listed into three categories. (Very important; No strong feeling either way; Not very important.)
3. Students will draw conclusions about how important their involvements in the rest of the world are to them.

Materials Needed: Paper and pencils.

Procedure: Ask students to list at least ten (more if they can) ways their own lives are linked to the world. Then ask them to indicate how important these things are to them personally. Arrange the items in the following categories, Very important; No strong feeling either way; Not very important.

Then have the students write a short paragraph on how their links to the world effect their lives.

Possible Variation: Try to have students list ten ways their lives are linked to the world and indicate importance before they have done any activities. Save the list, have them make a second list after you have completed the activities. Return the first list and have them compare the two lists and discuss in their paragraph what they have learned about how important the world is to my life.

Have students ask a parent or adult to list 10 ways their lives are linked to the world and indicate how important they are. Have the student compare their list to the adult list. Are the links similar or different? Do the adults value the same things as you do? How might you explain this.

Speculate how the links you listed affect the lives of people in other countries; or how these links affect your community. Do any of the links listed provide opportunities to influence some worldwide activity? How?

Examples -- hosting a foreign student; contributing to disaster relief; presenting an argument for a particular policy; joining a coffee boycott; planning a trip abroad; purchasing a foreign made product.

XXV. Military

Objectives:
1. Students will be given information and money to budget for an area of the world.
2. Students will identify and defend their highest budget priority.
3. In groups, students will develop a budget for their area of the world.
4. Students will compare their budget choices to actual choices of the area of the world their figures represent.
5. Students will discuss the implications of arms sales by the U.S.

Materials Needed: Handouts with information about parts of the world, information about how money is actually spent, Major Arms Exporters, World Public Expenditures, Regional Distribution of World Population, GNP, and Military Expenditures, the Pentagon Defense of the U.S. role as world arms merchant, article about the F-16, and statistics on U.S. arms sales.

Procedure: Handout the information (Population per soldier, etc.) about the different parts of the world, so that 1/5th of the class has the same area. Ask students to use information they are given to divide the money into a budget using the dollar amount they are given and the categories of Military, International Peace Keeping, Education, Health and Foreign Economic Aid. After the students have completed their budget, make 5 large circles on the floor, or designate areas to represent the categories and label them. Have students stand in the area they designated as their top budget priority. Ask them to give the reason why this was chosen as their top budget priority. Now have the groups get together, according to the number on their information. (One's are grouped together and so on.) The groups should select a leader and make a budget for the group. Repeat the circle exercise with a representative from each group indicating their top budget priority, and giving their reasons.

Ask the groups to indicate what area of the world their statistics might represent. Then distribute the handout giving the amounts actually spent and ask them to answer the following questions:

1. What is the top budget priority of your area of the world? How does this compare to the top budget priority choice of your group? What might explain the difference or similarity?

2. What other differences or similarities do you find in comparing the real money spent with your group's budget?

3. What problems did your group have in deciding how to budget the money. How did you solve the conflicts? How might this compare to the problems countries face when budgeting money?

4. What are your reactions to the way the money was actually spent?

Repeat the circle exercise, having a representative from the groups indicate the category where the largest amount of money was actually spent. Ask the class to compare the results to the group and individual choices and ask for the class reactions. How do they feel about the way the money was actually spent? What changes would they like to see.

Handout the information on world arms sales, world military spending, regional distribution of World Population, GNP, and Military Expenditures, and Alternatives.

Have each student write a short (one or two paragraphs) position paper on "What should be the relationship between Military spending and spending on Education, Health, Peace Keeping and Foreign Aid," or "What should the role of U.S. be concerning the sale of arms." (Students unable to write a position paper might draw a pie graph to show what the relationship should be.)

After students have completed their position paper, give them the Handouts on F-16, Pentagon Defense of U.S. as World Arms Merchant, Military Contracts, and Statistics on U.S. Arms Sales. Ask students to compare their position to the Pentagon position, list similarities and differences.

Divide students into groups and answer the following questions:

1. Who is the major exporter of arms?

2. How is the U.S. economy affected if the U.S. refuses to sell arms to the world?

3. If the U.S. refuses to sell arms, how will it affect the cost of the arms needed for our own defense?

4. If the U.S. refuses to sell arms will it keep countries of the world from spending so much money on arms? Explain your answer.

5. Is it to the U.S.'s advantage or disadvantage to have other countries depend on the U.S. for arms?

1973

Number 1:

Population per soldier 514
School age population per teacher 67
% of school age population in school 36%
% of adult population over 15 able to read and write 31%
Population per physician 4,884
Population per hospital bed 2,015
Infant deaths under 1 year per 1,000 live births 138
Life expectancy 48
Based on per person supply of food per day: Calories per person per day 2,050
Grams of protein per person per day 51

G.N.P. (in U.S. $) 120

You have 5,200 to budget in the following areas:

Military _____

International Peace Keeping _____

Education _____

Health _____

Foreign Economic Aid _____

1973

Number 2:

Population per soldier 93
School age population per teacher 25
% of school age population in school 90%
% of adult population over 15 able to read or write 99%
Population per physician 612
Population per hospital bed 135
Infant deaths under 1 year per 1,000 live births 18
Life expectancy 71
Based on per person supply of food per day: Calories per person per day 3,330
Grams of protein per person per day 106

G.N.P. (in U.S. $) 6,1[illegible]

You have 190,700 to budget in the following areas:

Military _____

International Peace Keeping _____

Education _____

Health _____

Foreign Economic Aid _____

1973

Number 3:

Population per soldier 73
School age population per teacher 29
% of school age population in school 66%
% of adult population over 15 able to read or write 99%
Population per physician 369
Population per hospital bed 86
Infant deaths under 1 year per 1,000 live births 26
Life expectancy 70
Based on per person supply of food per day: Calories per person per day 3,280
Grams of protein per person per day 101

G.N.P. (in U.S. $) 2,498

You have 71,100 to budget in the following areas:

Military _____

International Peace Keeping _____

Education _____

Health _____

Foreign Economic Aid _____

1973

Number 4:

Population per soldier 109
School age population per teacher 30
% of school age population in school 66%
% of adult population over 15 able to read or write 91%
Population per physician 671
Population per hospital bed 108
Infant deaths under 1 year per 1,000 live births 32
Life expectancy 71
Based on per person supply of food per day: Calories per person per day 3,200
Grams of protein per person per day 95

G.N.P. (in U.S. $) 3,588

You have 147,200 to budget in the following areas:

Military _____

International Peace Keeping _____

Education _____

Health _____

Foreign Economic Aid _____

1973

Number 5:

Population per soldier 512
School age population per teacher 124
% of school age population in school 30%
% of adult population over 15 able to read or write 20%
Population per physician 10,258
Population per hospital bed 545
Infant deaths under 1 year per 1,000 live births 156
Life expectancy 45
Based on per person supply of food per day: Calories per person per day 2,250
Grams of protein per person per day 61

G.N.P. (in U.S. $) 284

You have 7,300 to budget in the following areas:

Military _____

International Peace Keeping _____

Education _____

Health _____

Foreign Economic Aid _____

1974 All in Millions of U.S. Dollars

Group 1: (South Asia)

Military 2,838
International Peace Keeping .526
Education 1,659
Health 670
Foreign Economic Aid --

Group 2: (U.S.)

Military 78,426
International Peace Keeping 24
Education 73,300
Health 35,902
Foreign Economic Aid 2,968

Group 3: (U.S.S.R.)

Military 67,000
International Peace Keeping .420
Education 43,000
Health 20,600
Foreign Economic Aid 750

Group 4: (NATO Europe)

Military 40,931
International Peace Keeping 16
Education 59,285
Health 42,730
Foreign Economic Aid 4,221

Group 5: (Africa)

Military 2,532
International Peace Keeping .438
Education 3,653
Health 990
Foreign Economic Aid 91

The Politics of the F-16

by

Harold D. Watkins

The F-16, the new jet fighter scheduled for service with the U.S. Air Force and four NATO allies in 1978, figures to be one hell of a touch airplane to run up against in combat. A veritable flying wedge, its wings flowing silkily from the fuselage, the F-16 has been designed by General Dynamics Corp. to fly at twice the speed of sound, range out more than 500 miles to perform a mission and return to base without refueling and outdogfight enemy aircraft in the sky. It should do all that, General Dynamics says, for a mere $4.5 million a copy -- one-third the cost of some bigger jobs the Pentagon is buying these days for similar roles.

But the F-16 also figures to be one hell of a tough airplane for General Dynamics to produce. In a drastic departure from traditional practice, the F-16 will be assembled simultaneously on production lines in three countries from parts made by at least 90 different major contractors and sub-contractors in five nations. Even the wings and parts of the fuselage for one-third of the U.S. versions will be built abroad -- the first time major components of a U.S. military aircraft will be imported. It all adds up, says Colonel Del Jacobs, deputy director of the F-16 Systems Program, to "the most complex manufacturing undertaking the Air Force has ever attempted."

The reason for such complexity couldn't be simpler. It's the price General Dynamics and the Pentagon have had to pay to make any deal at all with some key NATO allies. An offer of a joint-production program to

Belgium, Denmark, the Netherlands and Norway was the sine qua non, says James M. Beggs, executive vice president for aerospace, at the St. Louis headquarters of General Dynamics. "If we had not offered them a satisfactory coproduction deal, they would have bought either from the French or the Swedish, despite a higher price and lower technology."

Such deal-making shows the paradoxical, if not parlous, shape the U.S. aerospace industry is in these days. Other nations are now technologically sophisticated enough to demand -- and get -- pieces of action important enough to support and further develop their own aerospace industry. At the same time, the U.S. must share more of the business on new programs with its own customers in order to maintain the leadership it still clearly has.

There is, to be sure, enough business around to justify all the effort. Commitments from Belgium, Denmark, the Netherlands and Norway have already added 348 orders to the 650 F-16s the U.S. plans to buy from General Dynamics. Other orders are in view. Iran recently signed a letter of intent for as many as 160. Assuming that the U.S. Congress comes through with funds for the Air Force and that Iran's intent is converted into a contract, the 1,158 F-16s involved in those three deals alone should bring about $6 billion in revenues to General Dynamics, the prime contractor, between now and the mid-1980s. Another $3 billion will pour into the Pratt & Whitney Aircraft group of United Technologies Corp., which is building the powerful 25,000-pound-thrust F100 turbofan engine being used on both the single-engine F-16 and the twin-engine F-15 fighter being built by McDonnell Douglas Corp.

With all those companies turning out a wide variety of F-16 parts and components in the four European countries, it's a monumental management job with a monumental opportunity for screwups. This diverse output must not only get to the assembly lines in Belgium and the Netherlands -- which will split the European output of 348 F-16s evenly between them -- but also to General Dynamics' Fort Worth plant, which will assemble all 650 U.S. aircraft as well as any ordered by other countries.

At the same time, key pieces will be on their way to European assembly lines from General Dynamics and other U.S. sources, where they will be fitted together with the European parts like some huge aluminum jigsaw puzzle.

The trick in all this will be not only to get the assorted bits and pieces to the proper assembly plant at the right time, but also to make certain that a part built in Fort Worth is interchangeable, say, with the same part built in the Netherlands. One thing that scares the production line veterans at General Dynamics is having to get the European lines rolling before they've had a chance to debug the operation first in Fort Worth. The first production aircraft for the U.S. Air Force is scheduled to slip off the assembly line in Texas in mid-1978, followed only six months later by the first European-assembled F-16.

All this movement of parts is a tribute to the hard bargaining of the Europeans. The agreement they squeezed out of the Americans guarantees them enough F-16 work so that at the end of production of the 998 airplanes planned for themselves and the U.S. they will have recouped 58% of their procurement costs, including the added cost of support equipment and spare

parts. Even without further orders from themselves or the U.S., if there are 1,000 orders from third parties, the Europeans could get all their more-than-$2-billion F-16 investment back in subcontracts.

Offsetting purchases-backscratching deals-in aerospace components is nothing new, of course. The U.S. has even permitted friendly foreigners to build aircraft from our blueprints. Four European countries did it in the early 1960s with the Lockheed F-104. The Japanese are doing it now with the McDonnell Douglas F-4. And the F-16 deal was by no means a one-way street. Using its own bargaining muscle, the U.S. arranged to receive at least $470,000 per aircraft from the Europeans to help defray the F-16 development costs.

But there has been nothing like the F-16 for the magnitude, intricacy and immediacy of its joint-production deal. About 44% of the dollar value of the European F-16s will be produced in those countries. Over 10% of the dollar value of the U.S. F-16s will be foreign-made. About 15% of F-16s built for other countries will be made in Europe.

From: FORBES, December 15, 1976

ALTERNATIVES

If world military expenditures could be curtailed by 5%, the yearly saving would be

$15.0 billion

What could $15 billion do to reduce the world's vast social deficit? Here are some possibilities in the form of international cooperative programs for peaceful purposes, and their estimated annual costs. Each is a significant addition to existing programs. Together they would represent a start on a formidable fund for peace.

- For 200 million malnourished children, supplementary protein feeding to insure full brain development

$4 billion

- For poor countries on the edge of famine, increased agricultural investment to enlarge food production.

$3 billion

- Expansion of primary schools, with the addition of 100 million new places for children not now attending school.

$3 billion

- Emergency aid and a permanent international relief force to assist disaster-stricken countries.

$2 billion

- World-wide program for prevention of dental decay by fluoridation.

$1.5 billion

- Basic education for 25 million adults now illiterate.

$1.0 billion

- World-wide campaign to eradicate malaria.

$450 million

- Iron supplement to protect 300 million children and women of childbearing ages against anemia.

$45 million

- Vitamin supplement to protect 100 million children 1-5 years against blindness caused by Vitamin A deficiency.

$5 million

PERSPECTIVES

A review of world military and social trends in the mid-1970's reveals an imbalance in world priorities that is costly in practice and in prospect. A vast and continually growing stockpile of weapons of war has destructive effects even without being put to use. It diminishes living standards now and affects the potential for progress. Serious weaknesses in social development are military-connected or amplified by the fact of competition between military and social priorities.

In a world of enormous economic potential, the number of people unable to attend school, to read or write, to see a doctor, to have a minimum diet for health, is continually growing larger. Even in the most powerful nations, social progress is affected by the arms race. The biggest military spenders, the statistical indicators show, stand lower in social than in military ranking. Among 132 nations, their military strength is not matched by their standing in measures of human welfare. (See table, page 15.)

For a perspective on the world's security, alternatives to the continued build-up of military force need to be kept in focus and reviewed periodically both on a national and international scale. Public expenditures are one means of doing this. If a redirection of those expenditures is not all of the answer, it is nevertheless a critical factor in addressing the deepest concerns of mankind.

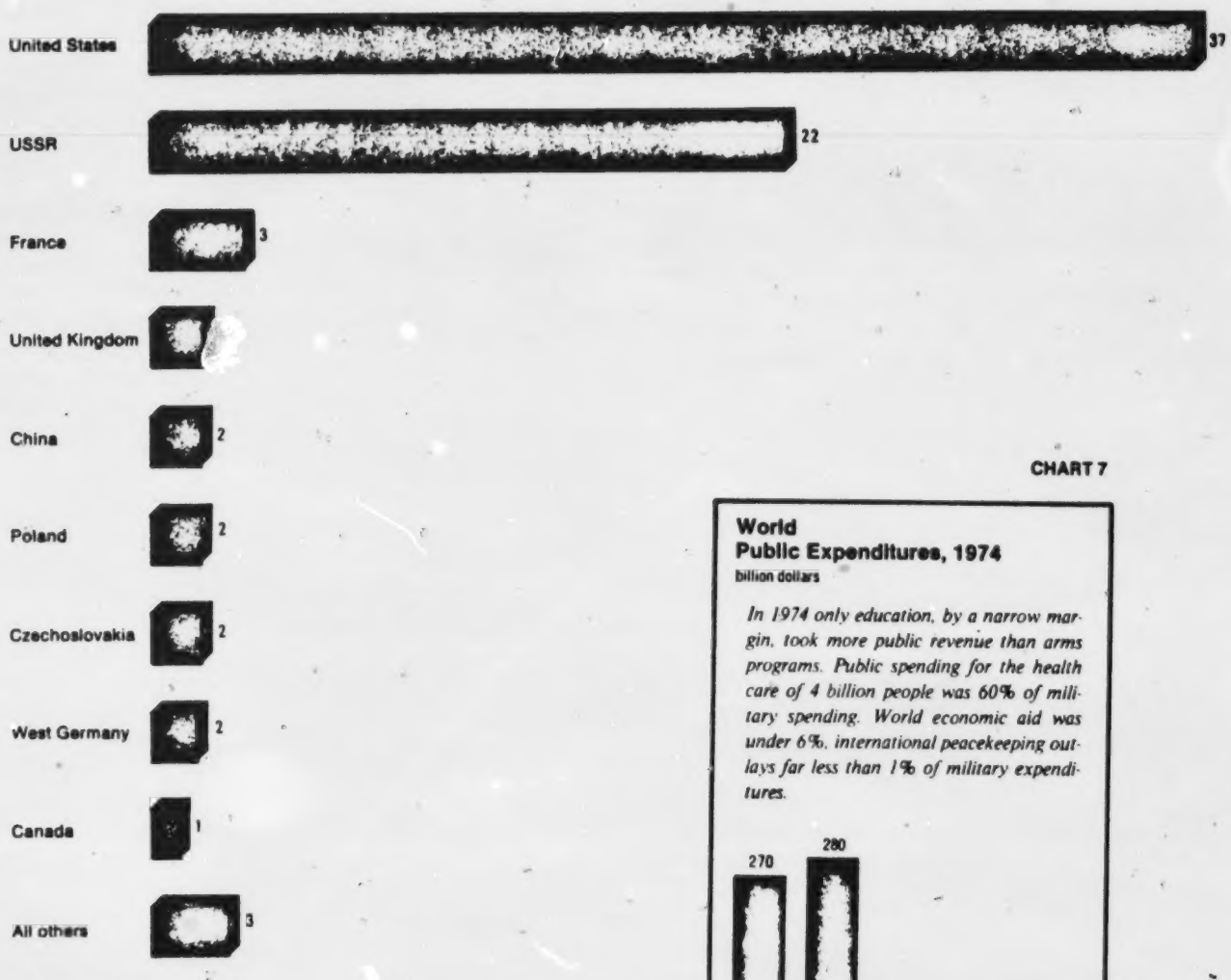
As a starter, what could a 5 per cent cut-back in military expenditures do to help meet priority social needs and promote the sense of world community? Some possibilities appear on this page. Who is to say that they would not be a better buy for world security. □

8

Major Arms Exporters

billion dollars, cumulative 1961-1974

CHART 4



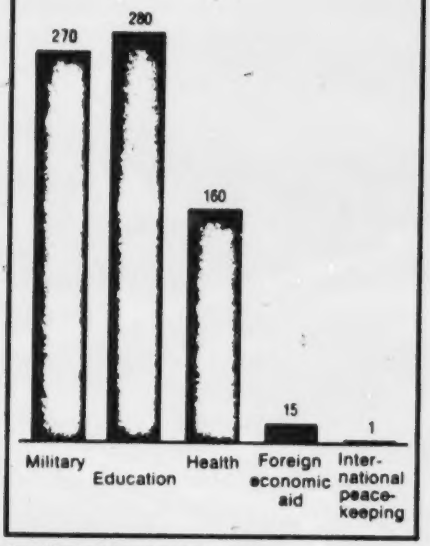
World Military and Social Expenditures, 1978

CHART 7

World Public Expenditures, 1974

billion dollars

In 1974 only education, by a narrow margin, took more public revenue than arms programs. Public spending for the health care of 4 billion people was 60% of military spending. World economic aid was under 6%, international peacekeeping outlays far less than 1% of military expenditures.



World Military and Social Expenditures, 1978

Orders, at Record, Top $8-Billion

Foreign orders for American-made arms have reached a high of more than $8-billion a year, and deliveries of weapons to foreign customers are growing at the fastest rate in the nation's history.

For some American arms manufacturers, the sale of weapons systems abroad has become one of their most profitable lines of business. For others, it has compensated for the decline in domestic military sales that followed America's disengagement from Vietnam.

Leading U.S. Manufacturers of Arms For Export*

(Companies are ranked by combined 1973-1974 sales)

Company	Millions of dollars — Fiscal '74	Fiscal '73	Typical Product
Textron (mainly Bell Helicopter)	$60	$509	Helicopters
Northrop	221	171	Fighter-bombers
McDonnell Douglas	120	224	Fighters
General Electric	169	165	Fighter engines
FMC	272	27	Armored personnel carriers
Raytheon	34	191	Missiles and electronics
Chrysler	220	—	Battle tanks
United Aircraft (Sikorsky Helicopter)	126	68	Helicopters
American Motors	157	13	Jeeps
Hughes Aircraft	122	22	Missiles

*Defense Department list of companies receiving prime contract awards of $10,000 or more for "foreign military sales." (Some are multi-year contracts and may be supplied from current Government stocks.)

U.S. Foreign Military Sales

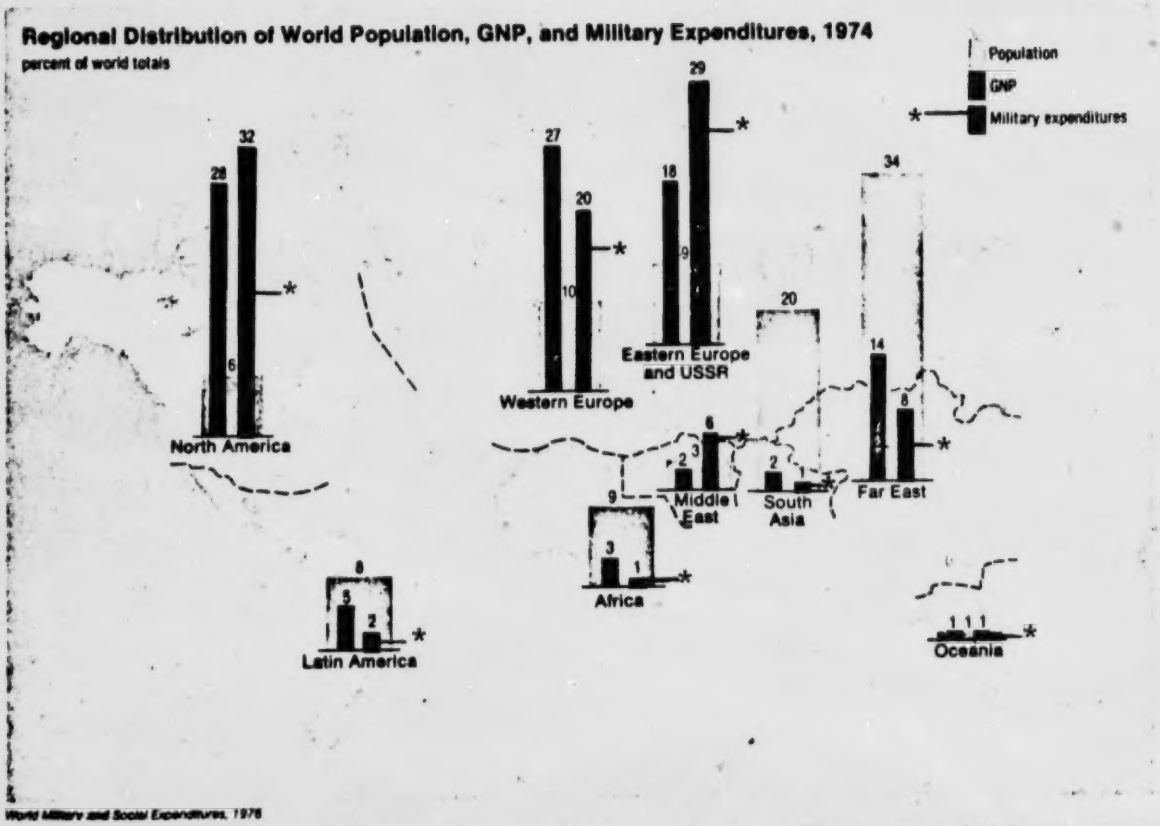
Top 10 Countries in Fiscal 1974 In millions of dollars

Deliveries		Orders*	
ISRAEL	$985	IRAN	$3,800
IRAN	510	ISRAEL	2,100
W. GERMANY	417	SAUDI ARABIA	588
SAUDI ARABIA	200	GREECE	435
AUSTRALIA	173	W. GERMANY	219
GREECE	104	SPAIN	148
TAIWAN	99	CANADA	94
BRITAIN	65	TAIWAN	88
CANADA	53	KOREA	81
VENEZUELA	26	CHILE	68

*Some orders cover more than one year Source: Department of Defense

The New York Times/April 14, 1975

CHART 6



A regional map shows the concentration of military and economic strength in North America and Europe, and of population in the rest of the world. With the exception of Japan, Israel, Australia, and New Zealand, the developed nations are in North America and Europe, regions which have one-fourth of the world's population, produce three-fourths of the GNP, and account for over three-fourths of the military expenditures.

XXVI. International Activities in Local Churches

Objectives:
1. Students will use a questionnaire to survey local churches to determine their involvement in world projects.
2. Students will organize the data from the questionnaire into charts and tables.
3. Students will analyze the data and draw conclusions about where and how local churches participate in world projects.

Materials Needed: List of local churches available from local council of churches. Weekend edition of newspapers often print church directories, or local chambers of commerce may have church directories. The questionnaire is included, you may want to vary it to suit your own needs.

Procedure: Have students individually or in pairs contact the local churches to arrange for a meeting to complete the questionnaire. Prepare students to give an explanation of the objectives of the questionnaire and how the data will be used. Though questionnaires could be mailed, personal contact is suggested for more complete information and larger percentage of responses.

The data on the questionnaires should be tallied and placed on charts or tables that can be used by the class. On a map indicate where the world projects of local churches are located. Designated symbols could indicate the purpose of these world projects.

After compiling the data, the following discussion could be used:

1. In what areas of the world are projects of local church international located?
2. What conclusions can you draw about why local churches are involved in world projects?
3. What impact do you think these projects would have on the countries in which they are located?

Possible Variation: Rather than questionnaires, obtain a budget from local churches (sample included) and fill out the chart from the budget information. Figure what percentage of the budget is spent on world projects.

Using a church directory or telephone book, list the number of churches whose names suggest the ethnic origin of it's founders. Draw conclusions about the ethnic origins of people in your community.

QUESTIONNAIRE

This questionnaire is part of a social studies project to determine ways local churches are involved in world projects. The class will compile the results to show where and what kinds of world projects local churches are committed to. You are welcome to see our completed data. Thank you for helping us to find out how our local churches are involved with the world. If you have any questions, please call me at _____ or come to the school.

Thank you,

_____
(Teacher)

1. Name of the Church _____.

2. What world projects are regularly a part of your church program?

Project	Area of the World	Major Goal
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What special world projects were a part of your church program during the past year?

_____	_____	_____
_____	_____	_____

4. What international topics have been studied by your church during the past year?

5. Have individuals from other countries visited your congregation in the past year? From what countries?

6. Have members of your congregation visited another country in the past year? To what countries?

If anyone in your church would be interested in talking about their experiences in another country, or if there is a visitor who would talk to the class about their home country, please indicate how they could be contacted.

Churches	Project	Area Of The World	Major Goal	International Topics Studied	Visitors From?	Countries Visited?
1.						
2.						
3.						
4.						
5.						
6.						

SAMPLE PROPOSED CHURCH BUDGET 1977
(A Portion of the Budget)

	Budget 1976	Proposed 1977
OUR WORLD MISSION		
World Service	$ 13,408.00	$ 14,748.00
General Advance Specials		
World Division		
Tom Russell-Haiti	325.00	325.00
Dr. & Mrs. Loren Beckman-Fiji Is.	2,000.00	2,000.00
Dr. & Mrs. John McGinnis-Rhodesia	3,000.00	3,000.00
Lynn Garver-Liberia	500.00	500.00
Harold Bunker-India	500.00	800.00
National Division		
St. John's Island - So. Carolina	350.00	350.00
Red Bird Mission - Kentucky	350.00	350.00
United Methodist Committee Relief	400.00	500.00
Conference Advance Specials		
Samaritan Center	300.00	500.00
Local District Youth Mission	225.00	500.00
Bashor Home	1,000.00	1,000.00
Hamilton Grove (Haven Hubbard)	400.00	400.00
Brazil Youth Camp	225.00	-0-
Family Work Camp	175.00	-0-
Mutombo Moyumbe (Rhodesia)	-0-	1,000.00
Church Extension, North Indiana Conf.	1,042.00	1,056.00
Higher Education - DePauw University		
University of Evansville, Indiana Central	1,389.00	1,416.00
Other		
Eric Williams-Africa	200.00	200.00
Lori Hartman-Campus Crusades	-0-	1,200.00
Work Area Operating	150.00	100.00
	$ 26,439.00	$ 30,545.00
OUR CHRISTIAN WORK AREAS		
Evangelism		
Radio Ministry	$ 1,800.00	$ 1,800.00
Special Speakers	150.00	300.00
Special Conferences	100.00	100.00
	$ 2,050.00	$ 2,200.00
TOTAL CHURCH BUDGET:	$173,045.00	$189,213.00

XXVII. American Presence in the World; The World's Presence in America

Objectives:
1. Students will read a description of American Influences in Europe.
2. Students will analyze the effect of this influence on European life styles.
3. Students will write a description of a day in their own lives, showing world influences on their lives.

Materials Needed: Handout entitled "Lafayette, We Are Here--Good and Hard" from December 13, 1975 Saturday Review.

Procedure: Have the students read the article. In groups, ask the students to list ways the items mentioned have changed or may be changing the life style of people in Europe. (For example: How would McDonald's affect eating habits?) What are the advantages and the disadvantages of these exported elements of American culture?

After discussing the above questions, ask each student to describe a day, or part of a day in his or her own life. In the description mention the things used, seen or done that are imported (either now or in the past) from other parts of the world. (For example, not only the use of a Japanese stereo or a German car, but the owning of a French Poodle whose origins are European, or eating taco's for lunch.)

Have several students read to the class what they have written. Discuss with the class how their lives have been affected by world influences.

Lafayette, We Are Here--Good and Hard

by

Richard C. Longworth

My plane, a Boeing 737 of Belgium's Sabena Airlines, lands at Brussels Airport. I collect my luggage in an arrival hall, where the advertising signs (ITT, Chase Manhattan, Ramada Inn, Coke) are in English, although Belgium's two languages are French and Dutch. I pass up Hertz and Avis, hail a cab, and ride into the city past buildings owned by IBM, Goodyear, 3M, Culligan, and Champion Sparkplugs, past a Holiday Inn, past the headquarters of American-dominated NATO, past the Shell garage, Kodak store, and Levi's shop, past my neighborhood supermarket (owned by J. C. Penny), and I'm home: I'm a city dweller, unlike many Americans in Brussels who live in suburban Waterloo, near hamburger stands, the American Women's Clubhouse, American schools, Baskin-Robbins, and Pat McNall's doughnut shop. By the gory ground where Wellington and Blucher defeated Napolean, the Pirates and Padres now struggle in Little League combat.

Lafayette, we are here--good and hard.

I cited Brussels above because it is familiar, not unique. The surface of Europe is shaped and altered, formed and deformed, by bits of Americana. Nearly every European city has its Sheraton and Hilton, its McDonald's and Colonel Sanders. American bars, used-car lots, and housing developments pock German cities like Kaiser-slautern, next to Ramstein Air Base, or Frankfurt, which has been called "Kansas City without the amenities." The American embassy is one of the biggest buildings in Oslo. When the 1971 negotiations on Britain's Common Market entry were completed in Luxemburg, they were celebrated with champagne in the Holiday Inn across the street.

XXVIII. The Flow of Foreign Capital to U.S. Business

Objectives:
1. Students will read information about foreign investment in the U.S.
2. Given a list of foreign owned companies in their state, students will draw conclusions about the affect of foreign investment in their state.
3. Students will speculate on reasons for foreign investment in their state.

Materials Needed: Handout on Foreign Companies and the U.S. Market, and the list of foreign owned companies in the state (examples for Indiana and Virginia).

Procedure: Give students the handouts and divide them into groups to answer the following questions:

1. According to the graph, what is the trend in foreign investment in American business?
2. Which foreign countries have the greatest investment in your state?
3. Why might your state encourage investment from foreign countries?
4. What might have attracted the particular businesses listed to invest in your state?
5. What kinds of industries or businesses seem to attract foreign investment?
6. How would the economy of your state or community be affected by these foreign owned companies? (Consider workers, consumers, businesses and banks.)

Foreign Companies and the U.S. Market

Bic pens, Lipton tea, Travelodge Motels, ALL detergent, Keebler crackers, Brylcream and a host of other widely-used products and services are provided by foreign-owned companies. Nestle, fore example, has a U.S. sales volume of $1.6 billion annually.

According to Forbes, more than one million Americans are employed by comapnies which are either completely or substantially owned by foreign concerns.

According to Business Week, April 12, 1976:

> France's Michelin in an auto-related venture is spending $300 million on construction of a new tire plant in South Carolina.
>
> Swedish steelmaker Sandvik last month bought Pittsburgh's Disston, Inc. in a move that may lead to increased imports of Swedish saws and blades into the U.S. and exports of Disston tools and garden equipment to Europe.
>
> Italy's Montecatini Edison bought a metacrylic sheet plant in Kentucky from Swedcast, Inc. and plans to invest $60 million in a polypropylene plant near Houston - an area already dotted with facilities of Germany's Bayer, France's Rhone-Poulenc, and Britain's Imperial Chemical Industries (ICI).
>
> Hansom Trust Ltd. a British conglomerate, is trying to raise its 77% share in Detroit's Hygrade Food Products Corp. to 100%. Last fall it paid $36 million to acquire the textile division of Indian Head, Inc., taken over previously by the Monaco-based Thyssen-Bornemisza Group.
>
> Canadian Pacific Ltd. is stalking U.S. investment opportunities in everything from steel and offshore oil to machinery manufacturing and hotels.

The January 25, Saturday Review gave the following sampling of properties known to have been acquired by Middle Eastern oil interests:

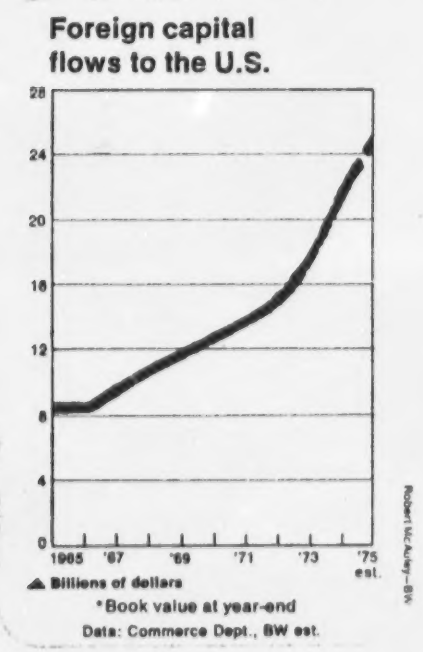
> Here is a representative sampling -- by no means complete -- of properties known to have been acquired by Middle Eastern oil interests:
>
> * Atlanta-Hilton Center, an urban commercial development: 50 percent participation by Kuwaiti interests for $10 million.

* Arizona Land and Cattle Company of Phoenix: 15 percent interest to Saudi Arabia for $9.2 million.

* First National Bank of San Jose, Calif.: 33 percent interest for $14 million from Saudi Arabia.

* Security National Bank of Walnut Creek, Calif.: 96 percent owned by a Saudi, estimated cost $120 million.

* Bank of Contra Costa, also of Walnut Creek (pop. 46,400): 57 percent interest bought by same Saudi entrepreneur for $14 million.



FOREIGN OWNED COMPANIES LOCATED IN INDIANA
1975

NAME AND ADDRESS	COUNTRY OF ORIGIN AND PRODUCTS MADE
Alcan Aluminum Corporation 2750 Enterprize Indianapolis, Indiana	Canada
Armstrong Products Co., Inc. 407 Argonne Rd., Box 657 Warsaw, Indiana 46580	Epoxy resin adhesives, coatings powders & powder application equipment
Berkel, Inc. 1 Berkel Drive LaPorte, Indiana	England slicing machines
Bio-Dynamics, Inc. 91115 Hague Road Indianapolis, Indiana 46250	West Germany unitest blood systems
Caravans International Mfg., Inc. R.R. 1 Box 32 Nappanee, Indiana	England recreational vehicles
David R. Webb Co. 205 S. Holland Street Edinburg, Indiana 46124	West Germany face veneers and walnut lumber
Endress & Hauser Greenwood, Indiana	Germany gauges
Esquire Eleindienst Co., Inc. 720 Ransdell Road Lebanon, Indiana 46052	Germany
Freud-U.S.A., Inc. Salem, Indiana	Italy sawblades
Hedwin Corporation 1209 E. Lincoln Way La Porte, Indiana	Belgium plastic shipping containers
Hitachi Indianapolis, Indiana	Japan electronics
International Packings of Indiana US 52 P.O. Box 245 Morristown, Indiana 46161	West Germany molded rubber parts

Obtained from State Department of Commerce

Foreign Owned Companies Located in Indiana, Continued

Keltec, Inc. 500 East Street Elkhart, Indiana	Sweden (Division of Electrolux) floor maintenance machines
Kingslife, Inc. 900 Roosevelt Road Valparaiso, Indiana	England speciality products for steel industry, coatings, etc.
Koch Label Company 1405 W. Missouri Street Evansville, Indiana 47707	Custom-made labels
Lever Brothers Company 1200 Calumet Avenue Hammond, Indiana 46320	The Netherlands Soaps, detergents, glycerin, shortening and margarine.
Libby, McNeill & Libby 106 E. Lordeman Street Kokomo, Indiana 46901	Canada tomato juice
Moore Business Firms, Inc. Rochester, Indiana 46975	Canada
Pan American Screw Corp. 2125 Industrial Parkway P.O. Box 632 Elkhart, Indiana	Canada (Division of Hamilton) fasteners (for mobile homes)
Robus Products Division of Pellon Corp. 4201 Wilson Avenue, P.O. Box 413 Madison, Indiana	Germany leatherboard
Santa Corporation Elkhart, Indiana	Japan gas/electric refrigerators for recreational vehicles
U.S. Slicing Machines LaPorte, Indiana	The Netherlands
Wembley, Inc. 1001 Sturdy Road Valparaiso, Indiana	England tires

FOREIGN LANGUAGES USED BY INDIANA FIRMS

SPANISH	29%
FRENCH	24%
GERMAN	24%
ITALIAN	6%
PORTUGUESE	5%
JAPANESE	5%
ARABIC	1%

From a study by Patrice Gouvernayre and Greg Lauvergeon. Co-sponsored by Indiana University School of Business and the Indiana Department of Commerce. Reported in Bloomington Herald-Telephone, February 5, 1976.

Foreign Firms With Affiliates in Va.*

Country	Parent Company	Product
Austria	Plasser Gesellschaft	Railroad equipment
Canada	Indal Canada, Ltd.	Die castings
	Moore Corporation	Business forms
	Niagara Wire Weaving	Wire mesh
	George Weston, Ltd.	Baking company
Denmark	The East Asiatic Co., Ltd	Wood moldings
France	Degremont, S.A.	Water treatment
	Ciments Lafarge	Cement
	Pechiney Ugine Kuhlmann	Monoshell castings
	Poclain S.A.	Hydraulic excavators
	E. P. Remy & Cie.	Packaging machinery
	Soma Europe Transmissions	Heavy-duty transmissions
Italy	Olivetti & C. S.p.A.	Sales
	Poliuretani Riflex Co.	Sales and trading
Japan	Dainippon Ink & Chemical.Co.,Ltd.	Industrial polypropylene strapping
	Hamamatsu Co., Ltd.	Infra-red detectors
	Kansai Denryoku	Sales
	Nippon Electric Company	Electronic Microwave equip.
	Nissan Motor Co., Ltd.	Auto service & training
	Sumikin Bussan Kaisha Ltd.	Sales and trading
Netherlands	N.V. Optische Industrie	Medical electronic instruments
	Vicon N.V.	Farm machinery
Netherlands Antilles	BASF Overzee N.V.	Synthetic fibers
Norway	Sverre Munck A/S	Stacker cranes
Spain	Compania Espanola de Motores S.A.	Motorcycles and parts
Sweden	Arenco AB	Tobacco machinery
	Bilsom International AB	Industrial ear protectors
	ESAB (Elektriska Svetsningsaktiebolaget	Welding equipment
	Gambro AB	Artificial kidney machines
	The Kockum Group	Temperature indicators
	Sandvik AB	Hand tools
	Volvo AB	Automobile assembly plant
	Volvo Penta	Marine engines
Switzerland	Brown Boveri et Cie.	Turbine generators
	Grapha-Holding AG	Printing equipment
	Graphicart	Printing plant design and installation
United Kingdom	Ashlow Steel & Eng. Co., Ltd.	Rolling mills/ancillary equipment
	Balding Engineering, Ltd.	Turret milling machines
	Bird Group of Companies	Scrap metal processing
	Birmingham Mint Ltd.	Coins, tokens, medals
	British Aircraft Corp. Ltd.	Airplane parts
	British-American Tobacco Co.,Ltd.	Tobacco
	Cableform, Ltd.	Electronic industrial controls
	Cigarette Components, Ltd.	Cigarette filters
	Coats, Patons Ltd.	Zippers
	Consolidated Tin & Smelting Corp.	Topographic survey
	Cooper Roller Bearings Co.	Roller bearings
	Dowty Group, Ltd.	Aircraft accessories
	EMI, Ltd.	Records, Tapes, etc.

(continued)

Foreign Firms With Affiliates in Va.

Country	Parent Company	Product
United Kingdom cont'd	Furmanite International Ltd.	Leak sealing service
	Hanson Trust Limited	Knits, yarns, etc.
	Leslie Hartridge, Ltd	Vehicle-testing equipment
	Imperial Chemical Industries,Ltd.	Polyester film
	MDA Monk & Dunston Mahon & Sears	Consultants - services
	Molins Ltd.	Tobacco machinery
	Rentokil	Wood preserving/pest control
	Rolls Royce Aero Engines	Aerospace components
	Sonicaid Ltd.	Medical instruments
	Storey Bros. & Co., Ltd.	Transfer print paper
	Tru-Lon Darts Products	Darts/sports equipment
	Unilever	Tea
West Germany	Boehringer-Ingelheim GmbH	Pharmaceutical chemicals
	Burda Druck GmbH	Rotogravure printing
	Hauni Werke, Korber KG	Tobacco machinery
	Franz Hermle & Sohn	Clock movements
	Hey'di Bauchemie	Waterproofing components
	Hoechst AG	Polystyrene manufacture
	Gebr. Hofmann KG	Balancing equipment & test machinery
	Koenig & Bauer AG	Printing presses-sales/serv.
	Hans Liebherr	Hydr. excavators & cranes
	Losenhausen Maschinen	Earth-compacting equipment
	Siegwerk Farbenfabrik	Ink manufacture
	Software AG	Data base management syst.
	Andreas Stihl Maschinenfab.	Chain saws
	Alfred Teves GmbH	Automotive brake systems
	C. A. Weidmuller KG	Electrical terminal blocks
	Carl Zeiss	Optical frames and lenses

* From The Journal of Commerce, Oct. 6, 1976, pp. 3A, 4A.

XXIX. Global Poll: What Do People Around the World Think

Objectives: 1. Students will answer questions on an opinion poll with their personal reactions.

2. Students will compare their answers to those of samples from the U.S. and the non-communist world answering the same questions.

Materials Needed: The questionnaire and the handout with the results of the World Gallup Poll. (The handout could be used without using the questionnaire.)

Procedure: Have the students answer the questions based on the way they feel and what is most important to them. No names should be signed to the questionnaire, individual responses should remain anonymous! Report the class answers in percentages. (A group of students could do this.) Make a handout for the class with the class percentages. Distribute the World Gallup Poll and ask the students to compare class responses to the world responses. List the similarities and differences. Speculate on possible reasons for these similarities or differences. (It will be difficult, if not impossible to establish right and wrong answers.)

Discuss the statement, "People around the world hope for and fear the same kind of things." This question could be used with the gallup poll without having the students fill out their own questionnaires for the class.

Note to the teacher on the questionnaire:

The questionnaire which follows is a modified version of the Gallup Poll. Also included are the questions from the total gallup poll, if you wish to use them. The teacher needs to consider local reactions to value claification. The questionnaire is not meant to pry into the lives of the students, this is why no names should be used. You can also tell students that if they find any of the questions objectionable that they may simply not respond to that question. If you feel there might be adverse reaction to the total questionnaire, use the modified version. You are the best judge of what will work for your classroom.

GLOBAL POLL

Indicate What Is Most Important To You.

National Problems:

In your opinion what is the most important problem facing your country today? Check one.

High Cost of Living - Food	____
Unemployment	____
No Satisfaction In Government	____
Crime	____
Food Shortage	____
Energy Crisis	____
Racism	____

Worries and Fears:

What are your fears and worries for the future?

Health	____
Loneliness	____
Inadequate Living Standard	____
Unemployment	____
Family Health Problems	____
Your Children - Inadequate Opportunity	____
Economic Stability	____
War	____

Hopes and Aspirations:

When you think about what really matters in your own life, what are your wishes and hopes?

Improve Standard of Living	____
Have One's Own or Better Home	____
Have Wealth	____
Have Modern Conveniences	____
Have Own Business	____
Have Own Land	____
Health	____
Recreation, Travel, Leisure	____
Self Improvement	____
Emotional Stability and Maturity	____
Congenial Work (Job You Like)	____

Hopes and Aspirations: (continued)

Employment ____
Success ____
Happy Life ____
Children ____
Health of Family ____
Economic Stability ____
Maintain Status Quo (Keep things as they are) ____

Women's Role:

In jobs -- do you feel that woment in your country have equal job opportunities with men?

Yes ____
No ____
Don't Know ____

In education -- do you feel that woment in your country have equal opportunity with men?

Yes ____
No ____
Don't Know ____

Travel:

List three (3) countries you would like to visit.

1. _____

2. _____

3. _____

Spending Plans:

Suppose you had more money, say double what you have now, what would you do with the money?

Save Money ____
Buy Essentials ____
Buy, Repair House ____
Invest in Business, Farm ____
Travel ____
Buy Nonessentials ____

Spending Plans: (continued)

Donate	____
Pay Bills	____
Help Other Family Members	____
Move to Better Home	____
Nothing	____
Other	____
Don't Know	____

Is Life Improving?

Generally speaking, do you think that living conditions for people like yourself in this country are better or worse than they were five years ago?

Better	____
Worse	____
Same	____

OPTIONAL QUESTIONS

Family Problems:

What is the most important family problem facing your family at this time?

Finances	____
Illness	____
Children	____
Housing	____
Unemployment	____
Social Problems	____
In-Law Problems	____
Shortages	____
No problem	____

Religious Beliefs:

Do you believe in God?

Yes	____
No	____
Don't Know	____

How important to you are your religious beliefs?

Very Important	____
Fairly Important	____
Not Too Important	____
Not Important	____
Don't Know	____

Personal Happiness:

Generally, how happy would you say you are?

Very Happy	____
Fairly Happy	____
Not Too Happy	____

XXX. Sharing Information About Our Links to the World

Objectives: 1. To have students share with the community what has been learned about world ties.

Materials Needed: These are produced by the class using many of the activities in this booklet.

Procedure: Many of the activities suggested in this booklet ask students to collect data and organize it for display to the class. The organized data could also be displayed for the community. What the students are discovering about how their lives are linked to the world, is a topic that many adults in the community may never have thought about. The students can help increase this awareness. Ask a local bank, library, community center, or business if students could display their collected data. Contact the local newspaper, they might do a story on what the students have found. Prepare a story for local educational newsletters if one exists. Display the students work in the school building, to bring an awareness to other students in the building. If the administration is willing, you might designate a "World Week" with appropriate activities in your school during the week. Some suggested activities might be international foods on the school menu, presentations by local ethnic organizations, music and art projects emphasizing other parts of the world, visits by exchange students, or people in the community who have visited another country.

If student information is well organized and researched, present it to groups which might be interested in using or distributing what the students have created. For example, the Indiana Historical Museum in Indianapolis, Indiana, distributes a map of historical sites in Indiana that was compiled and illustrated by Hoosier elementary students. If your students were to organize a calendar of ethnic festivals in your area, the local chamber of commerce might be interested in distributing what students have produced.

HOW TO DEVELOP ADDITIONAL ACTIVITIES

A. Process

You may want to develop activities of you own. The following is a suggested procedure to use in developing classroom activities.

1. Determine Focus

In developing activities to increase student awareness of how they, the groups they are part of, their community and their states are related to the world you need:

(a) to consider the community or state in which you are teaching;

(b) select topics that are relevant to your area and to the students in your class. Small communities and rural areas may suggest different topics than large urban areas;

(c) begin with topics that are very real to your students;

(d) start with topics wherein data is readily available. Then you might consider topics wherein finding the data requires some searching and that involve comparing and contrasting students' experiences with those of peoples in other areas.

Remember in selecting activities the idea is to increase student awareness of ways their own lives, locales and states are linked to the world.

In selecting a topic, have some specific objectives in mind. Objectives should provide a statement of instructional intent and provide clear and definite goals for teachers and students. The teacher might list the information and skills students are expected to acquire, and then develop the desired outcomes into written objectives. Objectives should be patterned after the needs of your students who should also be aware of how the activities will help them to accomplish the objectives.

In writing objectives keep in mind knowledge and attitudes. Knowledge involves the teaching of facts, ideas, propositions or concepts. Students then use the collected knowledge in application, analysis, synthesis and evaluation, which are levels of the cognitive domain. The central focus of concern is the presentation and/or collection of data and the cognitive use of this information.

Objectives in the affective domain are concerned primarily with the meaningfulness, value or importance of a fact, proposition, concept or skill to the learner. The affective domain represents the identification, clarification, and mutual exploration of feelings, beliefs, values, emotions and attitudes by teacher and learner.

2. Collect Data

Some of the materials you need are provided with the activities in this booklet, other materials are available from the sources listed on page 205. If you need to write for materials, do so well in advance of the time you will need them. If students are writing for information on a source, divide up student responsibilities so that one source does not receive thirty-five letters requesting information. Some sources are willing to send multiple copies. When requesting data, particularly from the local community, you should indicate the objectives of the activity. See some sample letters for this purpose on page 147.

In collecting data, be creative. Every state and community has sources not considered here. Do not be afraid to try. You may be surprised at what you receive. When you make inquiries about information available, ask for suggestions about other sources that you might contact. Begin immediately to watch local newspapers, and other local publications for links to the world.

Remember that your local community is full of potential resource people. For example, people who have traveled outside the U.S., foreign born, foreign visitors, and exchange students.

3. Organization of Data

The organization of data is important so that students are not overwhelmed by great volumes of material, or frustrated by data that they find hard to understand. The organization of data will be determined by the topic and objectives of the activity and the time allowed.

There are many ways that you may organize data for students. Information might be combined and revised on handouts or data sheets for students. Statistics may be placed in charts, tables or graphs that your students can use. When the ability of the students and time allows, teachers might allow students to organize the data. The teacher can discuss or provide students with examples of possible ways to organize the material so that it will be most useful, before the actual organization process.

This booklet includes charts, graphs, listings and collages. You may want to provide your students with some examples from this booklet. Using clippings or other materials they have collected, have students discuss the various ways data might be organized.

4. Develop Classroom Activities

The activities in this booklet serve as examples of the many and varied activities that can be developed to involve students. They are intended to motivate and stimulate students to learn about their local communities and states, and the world. Activities do not have to be complicated. With thought and imagination, you can write your own activities, or develop variations on those in the booklet. The outline used here suggests other topics about which you might wish to develop activities.

To encourage student involvement, activities should be student centered. Some possible student-centered teaching strategies are, group discussions, role-playing, case studies simulation games, independent study and brain-storming.

5. Implementation

The implementation of material exploring links between students, their community, state and the world will depend upon the objectives of the class in which they are used. Materials could be integrated with the regular classroom curriculum. In this approach you should select activities from the appropriate areas. Ideally, each activity should be self-contained in order that it might be used individually or in any sequence.

The materials presented here can be used together as a unit. The class might work together on activities from all sections of the outline or the class can be divided into groups, each group selecting activities in one section of the outline. When using the activities as a unit, some suggestions are included for pulling the data together at the conclusion of the unit. This should give students a chance to summarize their data and to draw conclusions about what they have learned. You could present this to the community with displays at school or in the community, or through the local newspaper.

Implementation of most of these activities requires constant updating. Activities that are designed to show students how their lives, community, or state are linked to the world lose their impact when the material being used is out of date.

6. Some Other Ideas

The following are possible ideas for activities that time and space did not allow us to develop.

1. Foreign born atheletes on U.S. teams, particularly major league baseball.

2. Taiwan In The Little League World Series, see Sports Illustrated, September 2, 1974 and August 19, 1974.

3. Origin of breeds of dogs and cattle.

4. International participation in world team tennis or professional track.

5. American baseball players in Japan.

6. Basketball players in Italy or football players in Canada.

7. Sports exchanges such as baseball players to Cuba or ping pong team to China.

8. The use of the foreign mystique in advertising American products. (For example, the advertising claim that an American made car has the sporty excitement of a European car, or ads where American produced products are photographed in exciting places around the world.)

9. Imported films.

10. Actors, performers from other parts of the world who are popular in the U.S.

11. Japanese art in America.

NOTE: The following section of this booklet, Potpourri, contains some data which you may wish to use in developing additional activities.

(Example of a letter to be sent to a business.)

Dear Sir:

Our class is studying ways our community and state are linked to the world. A major part of this link is the business community in our state as they import and export goods.

We would appreciate any information you could send our class about your international activities. Please send to the following address:

Teacher's Name
School Address

Thank you for your cooperation, it is greatly appreciated.

Sincerely,

Teacher

NOTE: These letters are general, you will need to adapt them to your particular needs. In describing your objectives, you could be more specific, including the objectives listed with the specific activity you are using.

(Example of a letter to be sent home to parents, explaining the study of world ties.)

Dear Parents:

Our class is studying ways our community and state are linked to the world. During this study, your son or daughter will be identifying links to the world in their own lives.

Students may be taking item by item inventories of their homes to identify products from other countries. They may ask questions about family members traveling abroad or working for multinational corporations. They will be identifying links in the newspaper, radio and T.V.

In addition to home analyses, students may be surveying their community for clues to global ties. This may include surveys of local churches, service organizations, or businesses.

As we attempt to learn more about ways our lives are linked to the world, we would appreciate your patience and help. If you are or know of any people who are active or concerned about "international" affairs, please let us know. Such a person may be willing to help us with our study.

We would be glad to share with you what we have learned about ways our lives, community and state are linked to the world. If you would like to visit, contact me to arrange a time.

Sincerely,

Teacher

SOURCES OF INFORMATION, MATERIALS & SERVICES

Council on International Educational Exchange
777 United Nations Plaza
New York, New York 10017

INTERNATIONAL STUDIES QUARTERLY

INSTITUTE FOR WORLD ORDER, inc.

THE IMAGE OF THE MIDDLE EAST IN SECONDARY SCHOOL TEXTBOOKS

Foreign Policy Association
345 East 46 Street, New York, New York 10017

Middle East Studies Association

WORLD WITHOUT WAR COUNCIL

TED STATES COMMITTEE FOR UNICEF
331 East 38th Street
New York, New York 10016

UNESCO

OOLS PROJECT

IN INTERNATIONAL LIVING

ASSOCIATED
U.S. LIAISON COMMIT

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ne Atlantic Council
the United States, Inc.
16 H Street, Northwest
shington, D. C. 20006

lected Sources of Informat

udies Materials

Columbus in the World

MID-AMERICA PROGRAM
for Global Perspectives in Education
INDIANA UNIVERSITY
513 North Park Avenue
Bloomington, Indiana 47401

VERSEAS DEVELOPMENT COUNCIL
1717 MASSACHUSETTS AVE., N.W.
WASHINGTON, D.C. 20036

Ohio State University,
Service Center for Teachers of Asian Studies, Association for Asian Studies,
29 West Woodruff Avenue, Columbus, Ohio 43210. Franklin R. Buchanan, Director

SOCIETY FOR CITIZEN EDUCATION IN WORLD AFFAIRS, INC.
1511 New Hampshire Avenue N.W., Washington, D.C. 20036 Telephone: (202) 797-6418 Telex: 248320 - SCEWA

DEPARTMENT OF STATE
Agency for International Development
Office of Public Affairs
Washington, D. C. 20523

Atlantic Information Centre for Teachers

CENTER FOR GLOBAL PERSPECTIVES
218 East 18th St., New York, NY 10003

UNA UNA-USA USA

THE ASIA SOCIETY, INC.
112 East 64th Street, New York, N.Y. 10021

YOUTH FOR UNDERSTANDING
International Teenage Student Exchange Program

FOREIGN AFFAIRS NEWSLETTER
122 Maryland Avenue, NE
Washington, DC 20002

Sources of Information, Materials and Services

Included here is a mere sampling of the many agencies, organizations, associations and other groups that disseminate information related to your community and the world. The majority of these sources are willing not only to provide information from their sources, but also to suggest other appropriate sources. There is an amazing amount of data and materials available on virtually any topic in the field of international activities involving your community. The brief listing provided here is indicative of many of the sources which are often as close by as your telephone directory, local newspaper, chamber of commerce, local business or your state department of commerce.

GENERAL SOURCES

Government agencies, civic, professional, religious, business, agricultural and industrial organizations along with the media provide most of the information needed for a study of Your State and the World. The Bureau of the Census of the U.S. Department of Commerce is probably the single most important source. Your school library or the public library in your area is likely to have some excellent sources of information, such as:

General Social and Economic Characteristics, (available for each state) published by the U.S. Department of Commerce. It provides data on the number of foreign born and number of second generation Americans by country of origin.

The Statistical Yearbook published by the United Nations provides data on population, trade, income and many other areas.

World Statistics in Brief published by the United Nations provides demographic, economic and social data on a 139 countries, similar information can be found in The Oxford Economic Atlas, published by the Oxford Press.

Encyclopedias, almanacs, news magazines and business reports are all good sources of information.

Most local telephone books provide a listing of U.S. government and of state government agencies with offices in your community. Agriculture, defense, commerce, and general services are the most likely federal government agencies to have local offices.

State governments through departments or divisions of commerce, industry and agriculture generally have information on imports and exports, foreign investment, tourism and foreign firms in your state.

A great many civic, religious and business groups exist in most communities. Consult your local phone book to complile a list of such organizations. Chambers of commerce, labor unions, churches, Rotary, Lions, 4-H Clubs, League of Women Voters, Farm Bureau are among such groups.

International centers, world affairs councils, ethnic organizations, colleges or universities are also found in many communities and are generally good sources of information about your hometown's links to the world.

SELECTED SOURCES BY TOPICS

I. Population - Origins and Distribution

General Social and Economic Characteristics - 1970 U.S. Department of Commerce.

Statistical Abstract, U. S. Department of Commerce (Bureau of the Census)

Demographic Yearbook - international demographic data for 250 geographic areas of the world. Prepared by U.N. Statistical Office.

Ethnic organizations in your community and state.

II. Business and Industry

Statistical Yearbook published by United Nations.

Foreign Commerce and Navigation of the United States, Bureau of the Census, U. S. Department of Commerce.

World Trade Annual prepared by U.N. Statistical Office.

Directory of American Businesses Operating Abroad - published by the state commerce department in most states.

Foreign Direct Investors in the United States - list of firms with an interest or control in American manufacturing or petroleum, March 1976, available from U.S. Department of Commerce, Bureau of International Commerce.

See also periodicals such as:

Business Week
Forbes
Nations Business
Fortune
U. S. News and World Report
Atlas
New York Times, Sunday Edition
Saturday Review

National Association of Manufacturers, International Affairs Department, 1776 F Street, N.W., Washington, D. C. 20006.

The Yearbook of Industrial Statistics from the U.N. Statistical Office provides data on industrial production for most countries.

World Yearbook of Chambers of Commerce may also be helpful. Your local chamber of commerce office may have a copy.

State departments of commerce or industry also provide information on trade, investment and international business.

Check out:

- Port Authorities
- Airport Authorities
- Consulates Serving Your State
- Businesses with Overseas Operations

Don't Forget:

- Local Chambers of Commerce
- Local Newspapers
- The Telephone Book

III. Defense/Military

U. S. Department of Defense
The Pentagon
Washington, D. C. 20301

Center for Defense Information
122 Maryland Avenue, N.E.
Washington, D. C. 20002

Arms Control and Disarmament Agency
Department of State
320 21st. Street
Washington, D. C.

Other Sources:

Military Bases in Your State.

Recruiting Offices

Veteran's Organizations

National Guard

IV. Education

Bureau of Educational and Cultural Affairs
U. S. Department of State
Washington, D. C.

Division of International Education
U. S. Office of Education
Washington, D. C. 20202

Youth for Understanding
2015 Washtenaw Avenue
Ann Arbor, Michigan 48104

American Field Service
313 East 43rd Street
New York, N. Y.

COSERV
1630 Cresent Place, N. W.
Washington, D. C. 20009

Council on International Educational Exchange
New York, New York

Remember Your State Office of Education

V. Agriculture

The Food and Agriculture Organization of the U.N.

U. S. Department of Agriculture

Foreign Agricultural Trade of the United States published by Economic Research Service of the U. S. Department of Agriculture.

Agricultural Extension Agents - See county offices.

Farm Bureau and other Farm Organizations.

Growers Associations - Beef, Wheat, Cotton, Dairy.

Grain Elevator Companies - Cargill, Continental.

VI. Civic and Service Organizations

Yearbook of International Organizations
Union of International Associations
Brussels, Belgium

YMCA

YWCA

Lions

Rotary

Kiwanas

Girl Scouts

Boy Scouts

Altrusa

4-H Club

VII. Religious Organizations

International Liaison Office
39 Lackawannka Place
Bloomfield, New Jersey 07003

World Council of Churches

National Council of Churches

National Conference of Catholic Bishops

State Conference of Churches

Local Church Directories

Mission Handbook: North American Protestant Ministries Overseas
Council on Religion and International Affairs
190 E. 640th Street
New York, New York 10021

VIII. Travel

Passport Office
Department of State
Washington, D. C.

U. S. Travel Service, Office of Research and Analysis.

Travel Agencies

Airlines

Tourism Office, State Department of Commerce.

Tourist Guides and Handbooks - Overseas Travel Guides:

Baedeker Series
Fodor's Modern Guides, published annually
Mobil Travel Guides for U.S.

IX. Special Projects

Your Community in the World

Sparked by the creative work of Chad Alger's "Columbus in the World/The World in Columbus Project," a number of communities have launched projects to identify the great variety of ways in which their communities are involved in international affairs.

For further information contact:

Clair Matz
Marshall University
Huntington, West Virginia 25701
"Huntington in the World"

Stephen Hintz
Director
Office of Grants
University of Wisconsin, Oshkosh
Oshkosh, Wisconsin 54901
"Oshkosh in the World"

Norman Palmer
Department of Political Science
University of Pennsylvania
Philadelphia, Pennsylvania 19174
"Philadelphia in the World"

John Outland
Chairman
Department of Political Science
University of Richmond
Richmond, Virginia 23173
"Richmond and Virginia in the World"

Chadwick Alger
Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, Ohio 43201
"Columbus in the World/The World in Columbus"

Joan Wadlow
Associate Dean
College of Arts & Sciences
University of Nebraska-Lincoln
Lincoln, Nebraska 68588

"Lincoln in the World"

Sister Cities

In 1976, over 600 U. S. cities were affiliated with more than 780 "Sister Cities" in 77 other nations throughout the world. These Sister City Communities work together in cultural, youth, technical, educational, professional and municipal exchanges. For a list of Sister Cities by state and country write to:

Sister Cities International
Suite 202 City Building
1612 K Street, N.W.
Washington, D. C. 20006

Sister Cities International has recently launched a School Affiliation Program. For further information write to the above address.

Peoria in the World (How to Use Newspapers) available from:

ERIC-ChESS
822 Broadway
Boulder, Colorado 80302

To subscribe to newspapers from several different countries write:

Multi Newspapers
Box DE
Dana Point, California 92629

People to People International Headquarters
2201 Grand Avenue
Kansas City, Missouri 64141

X. Other

Atlases
Almanacs
Encyclopedias
Readers Guide
Periodical Index - New York Times
The Newspaper Index

XI. Keeping Up: Selected Sources of Continuing Information

A. Development Forum is a monthly newspaper published free of charge by the Centre for Economic and Social Information (CESI), United Nations, Palais des Nations, CH-1211 Geneva 10, Switzerland. Areas of interest include: Development Education, Disarmament and Development, Economic Development, Environment, Population, Social Development, and Trade. When ordering Development Forum, name, address, country, and organizational affiliation are requested.

B. Focus on Asian Studies is a newsletter published three times a year at a cost of $2.00. It is available from the Service Center for Teachers of Asian Studies, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210. News and information on activities of organizations interested in Asian studies, teaching ideas and extensive annotated lists of materials and books are included in each issue.

C. Headline Series is published five times a year by the Foreign Policy Association, 345 East 46th Street, New York, New York 10017, at a cost of $1.40 per copy. Back copies are also available. Over 70 titles are listed in their catalog. Included are: 15 titles on Asia; 14 titles on Africa, Latin America, the Middle East, U. S. foreign policy problems, and the U.N. These 60-page booklets provide background information and analysis on current topics.

D. Ideas and Action Bulletin is published monthly, except in the summer, by the Coordinator, FFH/Action for Development, FAO, 00100 Rome, Italy. The Freedom From Hunger campaign and Action for Development are joint projects of the U.N. and the Food and Agriculture Organization, a specialized agency of the U.N. Many of the articles are written by Third World personnel involved in development efforts. The Bulletin has short articles on development projects in various parts of the world.

E. Intercom is presently published by the Center for Global Perspectives, three to five times a year. Subscription rates are $6.00 a year, with bulk rates available from Intercom, 218 East 18th Street, New York, New York 10003. Emphasis is placed on practical teaching suggestions and material suitable for use in the classroom.

F. InterCulture News is a newsletter published free of charge by InterCulture Associates, Incorporated, Box 277, Thompson, Connecticut 06277. InterCultural Associates specializes in the importation of books, records, and artifacts, primarily from Asia and Africa. Filmstrips and slides are also available. The newsletter containing editorials on the educational philosophy behind the company and news of its activities and of other organizations with similar interests.

G. News and Notes on the Social Sciences is published twice a year by the Coordinator for School Social Studies, 513 North Park, Indiana University, Bloomington, Indiana 47401 and is free of charge. Articles on projects, reviews of books and lists of free and inexpensive materials are included in each issue. Articles by teachers, news of conferences, etc., are also included.

H. Transition is a bi-monthly publication of the Institute of World Order, Inc., 1140 Avenue of the Americas, New York New York 10036. It is an organization involved in promoting the values of peace, social justice, economic well-being, and ecological balance through research and education.

I. The InterDependent is a monthly newspaper of the United Nations Association, 345 East 46th Street, New York, New York 10017. It provides background information on current world issues. Trial offer $5.00 per year.

J. The Bridge. A Journal of Cross-Cultural Affairs is published quarterly by the Center for Research and Education, 2010 East 17th Avenue, Denver, Colorado 80206. Includes reprints from the popular press, original articles and a people-to-people classified ad section. Subscription $10.00 a year.

K. MEMOS is published six times a year for teachers of Global Studies by the Global Development Studies Institute, P.O. Box 522, 14 Main Street, Madison, New Jersey 07940. Reviews recent publications and developments related to the teaching of global studies. Subscription $2.00 a year.